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ABSTRACT

The Enhancement Study of Maryland's predominantly black collegiate institutions was conducted to determine what financial resources need to be allocated to the historically black institutions to permit them to offer academic programs of equal quality to historically white institutions. For the purpose of the study, the University of Maryland, Baltimore County (UMBC) and Towson State University were considered as criterion institutions against which the historically black institutions were compared. Morgan State University and the University of Maryland, Eastern Shore, were compared with UMBC; Coppin State College and Bowie State College were compared with Towson State. After a review in chapter 1 of the origin and conduct of the enhancement study, the next three chapters present the findings and recommendations of the generalist consultants in the areas of Library, Facilities, and Student Services. Chapters 5 through 11 present the findings and recommendations of the subject area consultant in Business, Education, Humanities, Industrial Arts, Nursing, Science and Social Science. A summary of the recommendations by institutions are provided in chapter 12. Among the conclusions cited are the following: funding cut-backs have had a pronounced effect on the black institutions surveyed; the most critical need of each historically black institution is the upgrading of the science facilities and equipment; lack of proper maintenance of equipment is also consistently cited as a problem area; and there is a need for more faculty in various disciplines. Appendices include: evaluation of building and equipment condition; guidelines for consultants; and consultant curriculum vitae. (Author/LC)

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ENHANCEMENT OF MARYLAND'S PREDOMINANTLY BLACK COLLEGIATE INSTITUTIONS

Consultants' Report to the Desegregation Task Force of the State Board for Higher Education

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CHAPTER 1

INTRODUCTION

Background Information

The enhancement of the state's four historically black institutions has been a continuing concern in Maryland. In 1974, the Maryland Council for Higher Education appointed the Cox Task Force "to propose ways of enhancing the role and image of the predominantly black public colleges in the State."[1] The Cox Task Force made its recommendations on August 9, 1974. Some of its recommendations to enhance the role and image of the black institutions in Maryland have been implemented; some others have not been fully implemented. Two years following the appearance of the Cox Task Force final report, the State Board for Higher Education replaced the Maryland Council, and the responsibility for monitoring the desegregation of public postsecondary institutions passed from the Council to the State Board for Higher Education.

In 1980, as the life of the State's 1974 desegregation plan drew to a close, Commissioner Sheldon H. Knorr appointed a Task Force to develop a new plan. The Task Force deliberations resulted in a new equal educational opportunity plan, A Plan to Assure Equal Postsecondary Educational Opportunity, 1980-1985, which was adopted by the State Board for Higher Education on December 4, 1980.

Believing that a comprehensive study of the enhancement issue was necessary, the new plan directs the State Board for Higher Education, in conjunction with the institutional and governing boards to "undertake a comprehensive study of the State's four historically black institutions to determine within the areas of general administration, program, faculty, support services, student aid, facilities, and general financial support the special needs that must be met to enhance these (black) institutions."[2]

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[1] Letter of charge, March 22, 1974, from William P. Chaffinch, Chairman of the Maryland Council for Higher Education to Task Force members.

[2] A Plan to Assure Equal Postsecondary Educational Opportunity, 1980-1985, page 38.

The implementation of this general charge of an enhancement study needed to be translated in specific activities. Consequently, institutional and segmental representatives were brought together as a planning committee to discuss specifics of the study.

The Concept of Enhancement

The concept of enhancement of the historically black institutions is not without its difficulties. Webster's *New World Dictionary* (p. 464) defines the verb *enhance* as "to make greater as in cost, value, attractiveness, etc." The use of the term enhancement in the *Adams* criteria seems to have a definition of this kind in mind.

In the *Adams* criteria the concept of enhancement requires a state to ensure that historically black institutions have the facilities, quality and range of programs, degree offerings, faculties, student services and other resources comparable to those at traditionally white institutions having similar missions. In order to implement this concept of enhancement, not only must a detailed analysis be made of the resources to support and upgrade existing programs at a level comparable to those at peer institutions, but note must be taken of the need for resources to purchase new equipment and maintain equipment all ready on hand. Additionally, special library needs, laboratory facilities, and the need for sophisticated learning centers in mathematics, sciences, and communication skills must be met. Enhancement will mean that in addition to the general funds support based on an enrollment-driven formula, provision for special funding must also be made. These special funds should be targeted to the amelioration of specific deficiencies discovered through institutional self-study and by outside technical assistance as was done in this Study.

In this Study, therefore, enhancement is defined as the sum total of all actions taken by the state (a) to strengthen the role and mission of the historically black institutions; (b) to provide regular and special fiscal and other resources at a level consistent with that provided for historically white institutions with similar role and mission; and, (c) to facilitate the development of the historically black institutions so that the services and programs they offer are responsive to the educational needs of the citizens of the region in which these institutions are located.

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Purpose of the Study

The overall purpose of the Enhancement Study was to determine what financial resources need to be allocated to the historically black institutions in order to permit them to offer academic programs of equal quality to historically white institutions.

For the purpose of the enhancement study, the University of Maryland, Baltimore County (UMBC) and Towson State University were considered as criterion institutions against which the historically black institutions were compared. Morgan State University and UMES were compared with UMBC; Coppin State College and Bowie State College were compared with Towson State.

Conduct of the Study

The Enhancement Study was essentially a comparative study of the resources of the criterion institutions and the institutions being reviewed. Two types of consultants were used. Specialists in the particular disciplines of the sciences , the social sciences, humanities, education, nursing, and business were selected. At the request of the Board of Trustees of the State Universities and Colleges, industrial arts was also studied. Each subject area consultant examined the specific area in terms of facilities, equipment, faculty, and other resources.

In addition to the subject area consultants, four generalists were retained to assess the areas of library, student services, facilities, and general administration of the institutions. The planning committee and the institutions made recommendations about possible consultants. Each consultant was chosen because of his/her professional reputation and sensitivity to and regard for historically black institutions. Consultants visited, in most instances, all six institutions and, for the most part, spent a minimum of two days at each one. The site visits began in January, 1981, and were concluded in June, 1981.

Organization of the Report

Chapter 1, Introduction, discusses the origin and conduct of the Enhancement Study.

Chapters 2-4 present the findings and recommendations of the generalist consultants in the areas of Library, Facilities, and Student Services.

Chapters 5-11 present the findings and recommendations of the subject area consultants in Business, Education, Humanities, Industrial Arts, Nursing, Science and Social Science.

Chapter 12 presents a summary of the recommendations by institutions.

Appendix A contains additional facilities information.

Appendix B contains the guidelines used by the consultants during the site visits.

Appendix C contains the vitae of the consultants.

CHAPTER 2

FACILITIES

OVERVIEW OF CAMPUS PHYSICAL FACILITIES

Introduction

The analysis of facilities on the six campuses relies on data inputs from several sources. These include the "FY 1982 SBHE Consolidated Capital and Operating Budget for Higher Education (Sep 1980)", the "Projection of Capital Needs for Five Year Fiscal Period 1980-1984" from the Maryland Department of Capital Planning, and computer summaries of the space inventory provided by SBHE. Nearly all the academic buildings and a large share of the non-academic structures were toured during the two-day visit to each campus.

In the following analyses, two points should be noted. First, with few exceptions, the analyses utilize the most reliable measure of useful building area, net assignable square feet (NASF). Second, area per student ratios are consistently based on total full-time equivalent students (FTES) for comparability, even though other useful and appropriate ratios may be drawn by the knowledgeable reader.

In comparing space usage, great care must be exercised in interpreting such widely used measures as total area per student. The character of instructional programs, the proportion of commuter versus resident students, the balance of daytime versus nighttime activity, the amount and type of research conducted, the age and condition of buildings, the size of the campus, and a host of other factors all substantially affect the legitimate needs for differing amounts of space.

Thus, basing a judgment on differences between campuses in the order of magnitude of 10% to 20% in NASF/FTES values should never be made without detailed understanding of the total character of each campus. Attention should be focused on the patterns and/or trends in the data, not on inconsequential variances between institutions.

Consultant: Paul C. Bayless, Affirmative Action Officer, Office of the President, Purdue University, West Lafayette, Indiana.

Profile of Campus Facilities

The following summary of overall physical plant characteristics is taken from the SBHE Capital Planning and Operating Budget report.

TOWSON STATE UNIVERSITY: Located in Baltimore County near the northern border of the city of Baltimore, Towson State University has 27 buildings, containing 1,876,968 GSF, of which 9 buildings and 497,634 GSF are in auxiliary enterprises. Towson State maintains 324 acres and 5 miles of roads. There are 4,230 parking spaces on the campus.

Of the total 1,004,996 non-residential NASF, there is 12.9 percent classroom space, 17.9 percent laboratory space, 16.3 percent office space, 9.7 percent study space, 21.4 percent special use space, and 17.2 percent general use space. The fall 1980 enrollment was 10,883 FTES.

COPPIN STATE COLLEGE: Located near downtown Baltimore, Coppin State has 9 buildings, containing 489,840 GSF, of which one building and 57,474 GSF are in auxiliary enterprises. Coppin maintains 33 acres of land and 6 miles of roads. There are 700 parking spaces on campus.

Of the total 278,802 non-residential NASF there is 11.6 percent classroom space, 11.2 percent laboratory space, 25.4 percent office space, 16.0 percent study space, 13.5 percent special use space, and 17.7 percent general use space. The fall 1980 enrollment was 2,360 FTES.

BOWIE STATE COLLEGE: Located close to Annapolis and Washington, D.C., Bowie State has 20 buildings containing 745,811 GSF, of which 6 buildings and 154,068 GSF are in auxiliary enterprises. Bowie maintains 170 acres of land and 9 miles of road. There are 915 parking spaces on campus.

Of the total 398,022 non-residential NASF there is 7.8 percent classroom space, 8.5 percent laboratory space, 15.0 percent office space, 13.9 percent study space, 20.4 percent special use space, and 8.8 percent general use space. The fall 1980 enrollment was 1,861 FTES.

UNIVERSITY OF MARYLAND - BALTIMORE COUNTY: UMBC is the most recently developed campus in the University system. The campus has 27 buildings, containing 1,567,556 GSF, of which 6.5 buildings and 331,442 GSF are in auxiliary enterprises. UMBC maintains 300 acres of land and 8.4 miles of road. There are 3,600 parking spaces on campus.

Of the total 701,274 non-residential NASF there is 9.3 percent classroom space, 17.8 percent laboratory space, 16.2 percent office space, 11.8 percent study space, 11.4 percent special use space, and 14.6 percent general use space. The fall 1980 enrollment was 4,887 FTES.

MORGAN STATE UNIVERSITY: Located in the northeastern section of the City of Baltimore, Morgan State University has 29 buildings, consisting of 1,112,057 GSF, of which 7 buildings and 269,895 GSF are in auxiliary enterprises. Morgan maintains 113 acres of land and 3.5 miles of road. There are 2,034 parking spaces on campus.

Of the total 613,483 non-residential NASF there is 13.4 percent classroom space, 10.6 percent laboratory space, 22.1 percent office space, 11.4 percent study space, 18.5 percent special use space, and 17.1 percent general use space. The fall 1980 enrollment was 4,671 FTES.

UNIVERSITY OF MARYLAND - EASTERN SHORE: Located in Princess Anne on the lower Eastern Shore, UMES has 64 buildings, containing 632,066 GSF of which 17 buildings and 218,620 GSF are in auxiliary enterprises. UMES maintains 77 acres of land (exclusive of the farms) and 2 miles of roads. There are 698 parking places on the campus.

Of the total 362,600 non-residential NASF there is 6.7 percent classroom space, 10.7 percent laboratory space, 13.2 percent office space, 7.6 percent study space, 19.7 percent special use space, and 15.7 percent general use space. (It should be pointed out that 39,726 NASF is in farm buildings, or 10.9 percent of the non-residential space. This is primarily in the general use category.) The fall 1980 enrollment was 972 FTES.

Age of Facilities

TABLE 1A: AGE DISTRIBUTION OF NON-RESIDENTIAL BUILDINGS (GROSS AREA) FALL, 1980

	Group I			Group II		
Bldg Age	Towson	Coppin	Bowie	UMBC	Morgan	UMES
0 - 10 yrs	50%	67%	76%	74%	45%	27%
11 - 20	38	21	18	26	15	40
21 - 30	2	12	4		23	17
31 - 40					4	16
41 - 50	3				11	
over 50	7		2		2	
Total	100%	100%	100%	100%	100%	100%

TABLE 1B: AGE DISTRIBUTION OF RESIDENTIAL/DINING/STUDENT CENTER BUILDINGS (GROSS AREA) FALL, 1980

	Group I			Group II		
Bldg Age	Towson	Coppin	Bowie	UMBC	Morgan	UMES
0 - 10 yrs	53%	59%	27%	87%	26%	27%
11 - 20	7	41	16	7	19	22
21 - 30	13		36		24	23
31 - 40					23	23
41 - 50				6		5
over 50	27		21		8	
Total	100%	100%	100%	100%	100%	100%

Most of the buildings on the six campuses have been constructed in the past twenty years, and consequently would be expected to be relatively modern and maintenance free. However, it should be pointed out that age of buildings is, at best, only a general indicator of condition. The quality of construction as well as the adequacy of design both have a profound effect on how well suited a building may be to its present use. How well the building is maintained is also an important factor in its current functionality.

Tables 1A and 1B summarizes the age distribution of campus building area according to the year of original construction. These tables do not reflect major renovations which may have taken place, or space in buildings currently under construction. These will be discussed in tables 2A and 2B and in the following pages.

The building tours revealed that several relatively new structures suffered from problems, most notably serious rain leaks. This was particularly surprising and disturbing in view of their recent construction.

Among the Group I schools (Towson, Bowie, and Coppin), nearly 90% of the academic space on the three campuses is 20 years old or less. In this respect, the two predominantly Black schools compare favorably with Towson, the criterion institution. Residential/Dining/Union space in this group is also relatively new.

Among Group II schools (UMBC, Morgan, and UMES), the picture is quite different. At Morgan, 40% of the non-residential, and 55% of the residential buildings are more than 20 years old. Likewise, UMES shows 33% of non-residential and 51% of residential space beyond 20 years of age. This, in conjunction with other data on building condition, suggests that emphasis may be needed on renovation and rehabilitation at these two campuses.

TABLE 2A: "AGE-EQUIVALENT" DISTRIBUTION OF NON-RESIDENTIAL BLDGS (GROSS AREA) RESULTING FROM MAJOR RENOVATION AND CURRENT CONSTRUCTION

Bldg "Age-Equivalent"	Group I Towson	 Coppin	 Bowie	Group II UMBC	 Morgan	 UMES
0 - 10 yrs	50%	66%	80%	88%	48%	39%
11 - 20	41	34	14	12	15	51
21 - 30	2		4		29	1
31 - 40			2		5	9
41 - 50					2	
over 50	7				1	
Total	100%	100%	100%	100%	100%	100%

TABLE 2B: "AGE-EQUIVALENT" DISTRIBUTION OF RESIDENTIAL/DINING/STU CENTER BLDGS (GROSS AREA) RESULTING FROM MAJOR RENOV & CURRENT CONSTR

Bldg "Age-Equivalent"	Group I			Group II		
	Towson	Coppin	Bowie	UMBC	Morgan	UMES
0 - 10 yrs	53%	59%	42%	89%	26%	46%
11 - 20	7	41	35	6	19	37
21 - 30	13		6		25	
31 - 40	27		17		30	13
41 - 50				5		4
over 50						
Total	100%	100%	100%	100%	100%	100%

To provide a measure of the extent of renovation that has been carried out at these institutions, Tables 2A and 2B display the distribution of gross area based on an "age-equivalent". This term is computed by averaging the year of original construction with the year of the most recent upgrading, as recorded in the SBHE inventory. Example: A building constructed in 1951 and renovated in 1973 is treated as if it were built in 1962 (an "age-equivalence" of 18 years). While this is admittedly an arbitrary formulation, it does provide a crude measure of the relative effect that remodeling may have had on each campus. Information on the scope and exact nature of all the renovation projects was not readily available. Since the degree of renewal from projects varies widely, this assumption reducing the age of the typical building was adopted as a compromise value.

According to the data recorded in the SBHE inventory, about one-fourth of the 160 odd buildings on the six campuses have undergone major renovation or addition in the past quarter century. In addition, three projects underway at the time of the study were scheduled for occupancy by Fall, 1981. These are: renovation and addition to the Dining Hall/ Student Center at Bowie, the student apartment complex at UMBC, and the student apartment complex at UMES. The additional square footage provided by these projects is included in the distribution in Table 2B.

In comparing Tables 1 and 2, attention is drawn to two patterns. First, somewhat greater changes have occurred in the academic space than in residential space. For example, space renewal at UMES (including projects in the Administration Building, Douglass Library, and Trigg Hall) has resulted in an "age-equivalence" of 20 years or less for about 90% of their academic space.

The second item which stands out is of great concern to Morgan. Although the figures indicate improvements have been made, Morgan's "age-equivalence" distribution suggests that its pace of renewal has been much slower than for other schools.

Condition and Quality of Buildings

TABLE 3: AMOUNT AND PERCENTAGE OF ASSIGNABLE AREA BY BUILDING CONDITION - FALL, 1980

		Group I			Group II	
	Towson	Coppin	Bowie	UMBC	Morgan	UMES
Satisfactory	927,656 (79%)	257,247 (92%)	357,446 (75%)	858,057 (97%)	494,614 (71%)	310,629 (67%)
Remodel-A	137,913 (12%)	-	81,087 (17%)	12,899 (12%)	92,337 (13%)	-
Remodel-B	-	21,555 (8%)	1,993 (1%)	-	68,829 (10%)	44,180 (9%)
Remodel-C	104,598 (9%)	-	36,989 (8%)	-	20,166 (3%)	72,716 (16%)
Demol/Term	-	-	-	16,503 (2%)	15,356 (2%)	36,644 (8%)
Total	1,170,167 (100%)	278,802 (100%)	477,515 (100%)	887,459 (100%)	691,302 (100%)	464,169 (100%)

Building condition is important as an indicator of the extent of necessary renovation and replacement which will have to take place in the future. As part of its statewide space inventory system, SBHE has recorded each institution's own evaluation of their buildings as to the need for internal or external work. Structures are placed in one of six categories:

Satisfactory: Needs only normal maintenance.
Remodel-A: Minor remodeling, up to 25% of building replacement cost.
Remodel-B: Major updating and/or modernization, up to 50% of replacement.
Remodel-C: Complete rehabilitation, more than 50% of replacement cost.
Demolish: Building unsafe or unsound.
Terminate: To be relinquished (e.g., lease expiration, etc.).

(See Appendix A for complete definitions of these categories.) It should be noted that this evaluation is distinct from the age or use of the building.

Table 3 summarizes the total assignable area and the approximate percentage of building area in each of these condition categories. The table includes both residential and non-residential space.

Among Group I schools, both Towson and Bowie show less than 10% of their buildings in the most severe remodel category. For Group II, it is clear that UMBC, with an almost new campus, has buildings in much superior condition than the older campuses at Morgan and UMES.

The analysis of building condition and quality is more properly carried out by considering the types of space which are affected. Table 4 compares the percentage of each room type classification found in buildings categorized in any of the three 'remodel' categories.

TABLE 4: PERCENTAGE OF ASSIGNABLE AREA BY ROOM TYPE IN BUILDINGS CLASSIFIED AS REMODEL-A, REMODEL-B, or REMODEL-C

Room Type Classification	Group I			Group II		
	Towson	Coppin	Bowie	UMBC	Morgan	UMES
100 Classroom	22.0%	25.3%	11.5%	-	21.3%	43.1%
200 Laboratory	24.5	26.8	4.8	-	42.7	19.5
300 Office	21.1	4.9	6.4	5.4	9.4	32.5
400 Study	-	-	-	-	-	-
500 Support	26.2	11.1	20.3	-	25.7	14.1
600 Genl Use	9.8	-	21.2	5.8	11.9	4.3
700 Specl Use	22.3	-	-	35.3	16.1	3.4
800 Health Reltd	-	-	-	-	-	-
900 Residential	35.8	-	81.9	-	94.4	51.3
000 Unclass	-	-	34.0	-	-	39.6
Overall	20.7%	7.7%	25.2%	1.4%	28.3%	29.0%

From Table 4, three items are of special note. First, the high proportion on all campuses (save UMBC) or core academic space which are in building to be renovated. The classrooms, laboratories and offices at UMES are severely impacted in this regard. Second, the excellent condition of library buildings on all six campuses is evident here. Finally, it is dramatically clear that residential facilities on the three predominantly Black campuses are in especially poor condition, with 50 to 90 percent of the space categorized as in need of renovation.

It should be noted that buildings which have already been approved for renovation and/or alteration funds are included in these 'remodel' categories in Table 4.

Utilities and Energy Efficiency

Only very general comments are possible, since the limited time available did not permit a thorough and detailed analysis of the physical condition of the campus utility systems. Further engineering studies may be required on some sites.

The prospect of soaring fuel costs makes it imperative that institutions carefully consider strategies to reduce energy waste. Table 5 summarizes the energy consumption and average costs for fuel as reported in the SBHE FY 1982 Capital and Operating Budget report.

TABLE 5: COMPARISON OF ENERGY CONSUMPTION AND COSTS, FY 1980

	Group I			Group II		
	Towson	Coppin	Bowie	UMBC	Morgan	UMES
BTU/Gross Sq Ft:	175,237	205,298	191,529	147,097	190,476	174,808
$ / million BTU:	$5.55	$3.99	$6.35	$5.46	$6.73	$6.47
Primary fuel:	oil	oil	oil	gas	oil	oil

The relatively high energy consumption at Bowie and Morgan may be due, in part, to their old and seriously deteriorated heating plants and distribution systems. For example, at Morgan there are extensive leaks in the underground piping, visible as billowing steam plumes in many parts of the campus. A $2,060,000 capital project was funded in FY 1981 to replace steam lines, and supplemented by an additional $950,000 in FY 1982. According to SBHE staff, the project was recently bid and awarded for less than the original appropriation.

At Towson, a study is underway to determine the feasibility of installing a new fluidized-bed combustion system, which would burn coal and have the capability of using oil or gas as alternative fuels. Such a system should substantially improve operating efficiencies.

At UMES, the central heating plant is forced to operate at roughly one-half the optimal steam distribution pressure due to aging and badly deteriorated condensate return lines. Moreover, since all buildings rely on the central plant for total hot water needs, a boiler must be operated year round to supply the dining hall, dormitories, etc.

The relatively new facilities at Coppin and UMBC should operate cleanly and efficiently. Thus, the high energy use per square foot at Coppin is somewhat perplexing. However, staff at Coppin noted that the lack of adequate funds to hire sufficient numbers of skilled operating personnel has been a continual problem. Such shortages may invite premature deterioration of that system.

Site Development

Among Group I schools, the Towson campus, with its rolling landscape and generous plantings, has exceptionally well-maintained lawns, roads and walkways. The manicured appearance clearly reflects the pride and efficiency of a skilled grounds and building maintenance staff.

Coppin, with an all new campus, also appears neat and well cared for. The center of the campus has been developed into an especially attractive courtyard, including plantings and informal sitting space. Unlike many inner-city campuses, the entire area was free from litter and graffiti, for which the student body must be particularly complimented.

Bowie is still in the rebuilding process, and much of the campus area remains to be upgraded. At the time of the visit, there were several muddy pathways and missing sidewalks, left uncompleted following construction of the library and the administration building. The barren central campus contrasts sharply to the abundance of trees on the periphery of the campus. An $850,000 project is planned which will include utility extensions, as well as improvements to sidewalks, lighting, drainage, signage and landscaping.

Among Group II schools, UMBC has the most striking and cohesive campus plan. It enjoys the advantage of comprehensive planning from its inception, in which the new campus buildings were strategically located and blend well into the surrounding landscape. Careful siting has provided efficient zoning of the various academic and non-academic activities.

Morgan's distinctive stone buildings project a warm, collegiate atmosphere. However, there are numerous points of evidence of the progressive deterioration of some sidewalks and pavement, and soil stablization problems along a steep embankment which cuts through the campus.

At UMES, areas of patchy grass, bare dirt and untrimmed foliage distract from the campus landscape. The entrance to the campus is uninspiring, and there seems to be a lack of cohesiveness to the general landscape plan which would give form to the vistas and screen service areas.

All of the institutions are fortunate to have undergone comprehensive needs analysis in the past decade, and each has recently completed a campus-wide master plan. There are variations in the degree to which the plans have been executed.

Each master plan considered parking and access requirements. Thus, it appears that parking on all the campuses is adequate for the current enrollments and staff size. Commuter needs at Towson may give rise to parking expansion consideration in the next few years.

Access for the handicapped has been provided most buildings on the Coppin and UMBC campuses. Problems remain with certain key buildings on some of the other campuses. For example, Truth Hall (Administration) at Morgan State, Douglass (Library) at UMES, and Stevens Hall (Business and Mathematics) at Towson do not have adequate access. Dormitories on several campuses are not fully accessible.

Cost Estimates for Rehabilitation

The State of Maryland has done a commendable job in providing for capital construction at all six schools visited. UMBC and Coppin, both with largely new campuses, are exciting examples. Substantial gaps remain, however, between the criterion institutions and the four Black schools, as vividly demonstrated by the differences in age and general condition of the buildings.

A very rough estimate of the funds needed for rehabilitation of the existing buildings at the four Black schools has been developed. These estimates are derived by means of a method which indicates the order of magnitude of total dollars needed, but does not define individual items or specific projects.

The estimates for renovation/rehabilitation are based on the Consultant's independent judgment in rating the condition and quality of the existing buildings and equipment. These ratings were applied to a set of differential cost factors for the building exterior, interior finishes, mechanical systems, and interior construction components. In addition, a rating-driven formula was also used to derive estimates for new and replacement furnishings and equipment.

The final estimates are summarized for each campus in three categories: (a) capital improvements/rehabilitation, (b) deferred maintenance, and (c) furnishings and equipment. The estimates are further separated into needs for "non-residential" and residential facilities, and are displayed in Tables 6A and 6B. Footnotes to the tables reflect information from SBHE and the Department of State Planning on FY 82 capital projects which involve (1) requests for new construction, and (2) requests for utilities and site work - elements which were not generated in the estimates for building needs. Capital requests for such items as roof repairs, remodeling, handicapped access, etc., for the current fiscal year are likely to include buildings covered in the cost projections. To the extent that such rehabilitation projects or maintenance activity are currently underway, or have been funded, the total net renovation needs could be adjusted downward.

There are several caveats which the reader must observe in interpreting these 'ballpark' estimates. First, the values in Tables 6A and 6B do not include other capital needs, such as land acquisitions, provision of central utilities, site development, etc. Second, these costs reflect the price levels as of mid-1981. Projections of future dollar needs (e.g., for capital requests in subsequent years) must take inflationary impact into account. Third, these costs reflect base construction only. To determine the total costs for remodeling/rehabilitation, ancillary costs such as architect/engineering fees, construction contingencies, and other add-ons must be included. These may add from 15% to 25% to the base costs, depending upon the nature of the project. Fourth, it should be noted that buildings classified as 'demolish' by the institutions on the SBHE facilities inventory were excluded from the calculations.

TABLE 6A: ROUGH ESTIMATES OF CAPITAL REQUIREMENTS FOR NON-RESIDENTIAL FACILITIES AND EQUIPMENT

	Coppin	Bowie	Morgan	UMES
New Construction Requests:	$ 16,752,000 [a]		$ 20,000,000 [b]	$ 5,100,000 [c]
Needs Estimate: Capital Improvements:	2,800,000	4,500,000	7,200,000	4,300,000
Needs Estimate: Deferred Maintenance:	500,000	700,000	1,600,000	800,000
Needs Estimate: New/Replacement Equipment	500,000	800,000	1,200,000	900,000
Requests for Utilities/Site work, FY82:	642,000 [d]	2,210,000 [e]	2,285,000 [f]	648,000 [g]
TOTALS	$ 21,194,000	$ 8,210,000	$ 32,285,000	$ 11,748,000

[a] Expanded gymnasium and maintenance facilities: $8,179,000
Alterations and addition to Julian Science Building: $8,563,000

[b] Expanded science facilities: $20,000,000

[c] Construction Technology/Art Education Building: $5,100,000

[d] Outdoor athletic facilities: $642,000

[e] Site improvements on central campus and entrance road, phase I: $925,000
Athletic fields, Phase II: $1,285,000

[f] Replace underground steam distribution system: $1,300,000
Athletic fields completion, Phase III: $165,000
Stabilize Herring Run slope: $600,000
Completion lighting and South Campus: $220,000

[g] Site development: $125,000
Extend utilities: $300,000
Controls & burners on 3 boilers: $228,000
Demolition of Kiah/Student Lounge buildings: $120,000

TABLE 6B: ROUGH ESTIMATES OF CAPITAL REQUIREMENTS FOR RESIDENTIAL FACILITIES AND EQUIPMENT[a]

	Coppin	Bowie	Morgan	UMES
New Construction Requests:	$	$	$ 4,400,000[b]	$
Needs Estimate: Capital Improvements:		2,700,000	4,500,000	2,600,000
Needs Estimate: Deferred Maintenance:		600,000	1,200,000	400,000
Needs Estimate: New/Replacement Equipment:		300,000	400,000	300,000
TOTALS		$ 3,600,000	$ 10,500,000	$ 3,300,000

[a] Includes residence halls, dining facilities and student centers

[b] Residence Hall: $4,400,000

EVALUATION OF BUILDINGS AND EQUIPMENT BY FUNCTION

Overview

In gathering information for this survey, most of the academic buildings on each of the six campuses were visited. At each institution, a campus representative accompanied the reviewer, and where possible, a department head or other occupant knowledgeable about a particular building was also asked to assist in a building tour. In this way, a broad understanding was gained of general conditions in a building, as well as some of those peculiar problems often known only by facility users.

For systematic comparison across the campuses, buildings were grouped with others having similar functions and displayed in summary tables. Data on the building name, year of construction, latest remodeling, assignable area, and building condition are taken from the SBHE facilities inventory records, December 1980.

An attempt has been made to express an overall judgment of the adequacy of furnishings and equipment in each building, independent of the structural conditions. This does not fully analyze or substitute for the appraisal of equipment needs on a discipline-by-discipline basis. Rather, it is intended to provide a general feeling for the total building environment.

The descriptions which follow highlight only a few of the more obvious attributes, both good and bad, which were observed during the building inspections.

Science and Technology Buildings

Among Group I schools, the new addition to Smith Hall at Towson stands out as a particularly fine facility. The older portion is sound, but will be renovated to upgrade laboratory equipment and utilities. The project, previously funded for $2,969,000, was supplemented by the legislature in FY 82, so that the total funding for the renovation now totals $6,894,000.

At Coppin, the Julian Science building exhibits several problems, including inadequate teaching space, storage, support and instrumentation facilities. These laboratories were clearly not built for modern undergraduate science requirements. The school has requested an $8,539,000 construction project for major renovation and addition to this building.

Although the Crawford Science building at Bowie is listed as 'satisfactory' on the SBHE inventory (as reported by the institution), there are a number of serious problems. Only one or two labs have hoods, chemistry labs lack safety showers and eyewashes, laboratory utilities are unreliable and inadequate, and far too much student equipment is inoperable.

Among Group II schools, the facilities at UMBC are clearly outstanding. The Biology department has an exceptionally aggressive research program and is well-equipped, though crowded. Undergraduate teaching laboratory space is very tight. An addition to Academic Building I (for biological sciences) which has received project funding in the amount of $6,540,000 will greatly alleviate space problems. A construction contract for this project has been awarded and work commenced in February 1981.

Spencer Hall, on Morgan's campus, suffers from serious problems with an antiquated heating system which cannot be controlled. Biology labs and classrooms in the building are in desparate condition, with poor lighting, benches in disrepair, and many items of teaching equipment non-functional. The most recent plans propose the demolition of Spencer Hall as part of the new expanded science facilities project, which received detailed planning funds of $500,000 in FY 82. The total cost of this project is currently estimated at $20 million. Although Spencer Hall is listed on the Maryland Historic Register, Morgan is currently trying to obtain permission by the Board of Public Works to raze the facility. (SBHE supports Morgan's request.) Leaks and steam damage in Carnegie Hall, Morgan's oldest building, have taken a tremendous toll. Immediate attention is needed to prevent further serious damage to the structure. It too, is listed on the Maryland Historic Register, and ought to be preserved and restored as part of the science project if funds become available. (The program statement for this project has been approved by SBHE but awaits approval from the Department of State Planning and the Department of General Services. Their approval was to be completed by August, 1981, and the architect/engineering selection scheduled to be finalized by November, 1981.)

At UMES, Trigg Hall is in the final stages of a major renovation which will provide excellent laboratories and classrooms for Agriculture. Many of the laboratories, however, remain to be furnished. Carver Hall, the main science building, is in good structural condition, but lacks much modern equipment. A program statement was developed by UMES for an addition to Carver Hall in order to accommodate UMES' expanded role in the University-wide UMES (Environmental Science) graduate program. However, previously appropriated preliminary planning funds in the amount of $20,000 reverted by the Board of Public Works in July, 1981, in spite of objections raised by SBHE to the Department of State Planning. This was also the case for a new Business/Hotel Restaurant Management facility project which received an appropriation of $50,000 in 1980 to support detailed planning.

Business and Education Buildings

Among Group I schools, Towson's Hawkins Hall is well-equipped, including an outstanding media center, television distribution system, and spacious classrooms. Stephens Hall, which houses business administration, mathematics and the MSCIC computing center, is the most dilapidated building on the Towson campus. Built in 1915, the edifice is still structurally sound, although mechanical systems are antiquated and overloaded. Roof and window leaks have caused widespread peeling of plaster and paint. A revised facilities program statement is currently being developed for the complete renovation of this building, at a probable cost of over $4 million.

The Jacobs building at Coppin is a modern ten-story structure. In addition to classrooms and offices for the Education department, Arts and Sciences Division, and the Graduate School, it houses one of the finest media facilities on any of the six campuses. The staff noted that effective use of the media facility has been hampered by a shortage of equipment and operating personnel.

Murphy Research building at Coppin, Robinson Hall at Bowie, were laboratory schools. The Somerset building at UMES was formerly a county school building. Towson's Lida Lee Tall facility is a campus laboratory school. With the discontinuance of the lab school activities, these buildings at Bowie and Coppin have become available for campus use. However, to date they have been only minimally adapted and extensive remodeling will be required to restructure and equip them for appropriate functions. No full scale conversion/alteration projects have been completed to provide maximum functional utilization of these buildings. Planning funds for the conversion of Robinson Hall (at Bowie) reverted several years ago because no program statement was ever approved for an alternative use, although it has been utilized to temporarily house student activities, pending completion of the Dining Hall/Student Center project. Somerset Junior High is being considered for conversion to house the Business/Hotel Restaurant Management programs, as an alternative to new construction.

Among Group II schools, UMBC's Ed-Math building and Academic IV buildings are far better equipped than similar facilities at Morgan or at UMES. Although Academic IV is new (finished in 1980), some rooms and laboratories are not yet fully furnished.

Wilson Hall, on the UMES campus, is quite ordinary by contrast, and while it is well maintained and clean, contains little of the range of equipment and amenities available at the criterion institutions.

Social Sciences and Humanities Buildings

When the current renovation of Van Bokkelen Hall is completed, Towson's Speech and Mass Communication department and Communication Science and Speech Disorders department will be housed in excellent facilities. Most of the humanities departments are in Linthicum Hall, a large classroom/office building completed in 1967. The Psychology building at Towson, which was constructed in 1978, has particularly outstanding teaching and research facilities.

At Bowie, Banneker Hall, which houses Psychology and Sociology, is the remaining portion of the oldest campus building, originally built in 1925. The building is not well configured for its present uses, and the heating and lighting systems are antiquated. During the site visit, one conference room was over 90°F because the steam radiator could not be controlled. Bowie reported in the space inventory that the "year of most recent addition/renovation" for Banneker was 1971. According to SBHE staff, the Department of State Planning policy does not permit additional capital improvements for the life of the bond for such a project (15 years). Feasibility could be considered again in 1986. It has been suggested that the HVAC and lighting problems may be eligible for Technical Assistance and Energy Conservation measures under the Schools and Hospitals section of the National Energy Conservation Policy Act which requires matching state funds, already available. The other Social Sciences and Humanities programs at Bowie (Education, English, Languages, Communications, and History-Politics) are housed primarily in King Center, which was constructed in 1971 and is in satisfactory condition.

The Social Sciences building at UMBC, built in 1972, provides excellent teaching and research facilities for Languages, Geography and Psychology. Especially impressive is a uniquely designed behavioral research suite, one of only a handful of such facilities in the country.

Athletic/Physical Education Buildings

Towson Center, built in 1977, is an outstanding facility, with a spacious arena seating 5,000 spectators, excellent training and exercise areas. A portion of the Towson Physical Education program is still housed in the older Burdick Gymnasium, which has the only swimming pool on campus.

Coppin's Pullen Gymnasium is a structurally sound building, but space is totally inadequate for the school's adaptive physical education program. This building also contains Physical Plant offices and shops on the lower level. A plan has been developed to replace the present gymnasium and expand the shop area, for which $200,000 was appropriated in 1978-79 for detailed planning. The request for $8,179,000 construction funds in FY 82 was denied by the state because of limited funds. The detailed architectural/engineering planning for this project is complete.

At Bowie, the James Physical Education complex is also an impressive facility, featuring an olympic-size pool, gymnastic and exercise room, and a well-equipped training room. Unfortunately, design and/or construction flaws have resulted in several problems, including inadequate space to mount a diving board in the pool area, and a series of major roof leaks which have ruined the main playing floor, requiring a $90,000 repair project.

UMBC athletic and recreational facilities are fairly new, all having been constructed in the past 15 years. However, they are divided among three buildings, which imposes some degree of inconvenience to staff and to users.

Hill Fieldhouse, at Morgan, has also suffered from numerous roof leaks, and consequent damage to the playing floor. The gym ventilation system is inadequate, and has a major piece of airhandling equipment mounted high above the floor in such a way as to make maintenance exceedingly difficult and dangerous. The building does not contain lockers/shower facilities for women, forcing female athletes to either change in the public restroom, or wear gym clothes from home for classes. In Hurt Gymnasium, which is the older facility, public restrooms are in poor condition, lockers are badly damaged and nearly useless, and the heating system is erratic. Detailed planning for complete renovation of Hurt Gym has previously been funded with $85,000. Design development planning has been completed. The FY 82 request of $3,110,000 was not funded due to limited funds.

Tawes Gym at UMES is maintained spotlessly clean and appears to be structurally sound. However, the gym floor has been damaged by water and will require extensive repair. Locker/shower rooms lack adequate exhaust and are small and cramped. The swimming pool, built as an addition in 1973, presents special problems stemming from severe compromises in its design. Locker/shower rooms are not adjacent to the pool area, so that swimmers must enter the pool by walking more than 50 feet through the public corridor. Spectators entering the bleacher area have no choice but to walk on the poolside apron, a health and safety violation.

Fine Arts Buildings

The Fine Arts Center at Towson provides excellent space for art, music, and theater. In addition to the main concert hall, there are two small theaters. Painting and sculpture laboratories are well-equipped and spacious. Some problems have appeared, including roof leaks and balky air-handling equipment.

Johnson Auditorium, at Coppin, is small but efficiently built. The main auditorium seats 1000 and is comfortable, but needs refurbishing. Music practice space is limited and classrooms are small.

The M.L. King Communications Arts Center at Bowie is an impressive building of contemporary design, housing offices and instructional labs for art, English, languages, music, theater, communications, and business. It is disappointing to discover that such a new structure suffers from several design and construction flaws, including serious roof leaks, and improperly built foundations under the external stairwell enclosures, which have cracked and shifted away from the building as they settle.

The new Fine Arts building at UMBC is well-equipped for art and music. Painting, sculpture and woodworking labs are all well-equipped and modern. The recital hall is very comfortably furnished, although the orchestra pit is unusable. A separate "little theater" (attached to the Student Activities building) lacks adequate space for prop and costume storage.

Murphy Center at Morgan houses departments of art, theater, and music. It contains a fine 1,100 seat auditorium as well as 150 seat little theater. Numerous small but irksome problems were pointed out, including several roof leaks, exit lights out in the main auditorium, many broken seats and missing sound equipment. The east wing, containing most of the art classrooms, is not presently accessible to the handicapped. According to SBHE staff, $200,000 has been appropriated in the FY 82 capital budget to provide programmatic accessibility for the entire campus. Morgan recently developed a facilities program statement which was approved by the Department of General Services and Department of State Planning in May-June 1981. An architect is to be appointed in October, 1981. The Murphy facilities (including the east wing) are included in this project.

Ella Fitzgerald Performing Arts Center at UMES is an impressive facility, and the 1,200 seat auditorium has excellent acoustical quality. Though best suited for musical performance, it is also used for drama and other events. Repairs should be made quickly to a rather serious roof leak before it causes major damage to the building interior.

Library and Media Resource Buildings

Library facilities for all the campuses are generally in very good condition. Five of the campuses have completed new buildings or major additions in the past dozen years. UMES, with the oldest original library structure, has recently expanded into a newly developed basement area. All the libraries are air conditioned, and have fully carpeted open stack/study areas.

Some of the problems identified include:

Coppin appears to lack sufficient funds for proper equipment and maintenance. Staff cutbacks had been especially severe, and funds for equipment, replacement of burned out lights, etc., are short.

UMES has had continuing difficulty with the air conditioning unit for several years. It now may require complete overhaul, and was non-functional at last report. In addition, the processing area in Douglass Library is crowded and located in an area which partially blocks an emergency exit.

The Soper Library at Morgan has a massive roof leak in one corner of the building, which has grown progressively worse for several years. Without immediate attention, serious structural damage may result.

Administration Buildings

Facilities for central administration on all the campuses are uniformly excellent. All schools either have newly constructed or recently renovated buildings. While minor problems, such as roof and window leaks, obstinate heating systems, and balky elevators, occasionally show up, most are well-equipped and comfortable.

Although the physical environment of these buildings is quite good, some campuses, such as Towson, are hard pressed for sufficient administrative office and storage space.

Health Center Buildings

Most of the health service facilities are housed in separate buildings on each of the campuses, and are in good to excellent condition. However, at Coppin, the school nurse now occupies space in Tawes Student Center. While this is a convenient location in relation to the student traffic, the room being used as a dispensary was not designed for this purpose and lacks proper amenities, such as bed, toilet and lavatory facilities.

At Morgan, the infirmary was forced to abandon one of its examination rooms due to a serious roof leak.

Student Center Buildings

Student centers on each of the campuses, save at UMBC, are excellent or superior facilities. New construction and/or substantial remodeling have transformed several older facilities into appealing and attractive activity centers, such as at Coppin and at Bowie.

At UMBC, only a small amount of space is available in the present Student Activities Center, and the large commuter population sorely taxes the facilities. Space for games and light recreational activities is very limited, and the snack and lounge areas show the signs of wear from heavy use. The Hillcrest building, although available for activities, is lightly used because of its relatively remote location. The current student center is to be replaced (with exception of the attached 'little theater') by the new Commons (roughly 74,000 gross square feet) which is funded with university funds. Construction began on this facility in January 1981.

The Bowie campus is in the final stages of a complete renovation project of the Dining Hall/Student Center which will transform the former library into an outstanding student center, when complet in mid-1981. The current temporary facilities in Robinson Hall are extremely cramped and are only tolerable as makeshift areas until the new building is completed.

Residential and Dining Hall Buildings

Most of the dormitories at Bowie, Morgan and UMES clearly show their age, and the results of maintenance too long deferred.

At Bowie, the three oldest units (Tubman, Holmes and Kennard) would scarcely meet current standards for student accommodations, and need to be fully renovated. The newest dorm (the Towers) contains a rather serious design flaw in the HVAC system which renders the system virtually ineffective. Moreover, although the institution reported it on the space inventory as 'satisfactory', this building has not been well maintained, and will require extensive work in the near future.

At Morgan, numerous window and roof leaks have left plaster crumbling and tiles peeling in Baldwin Hall. Two rooms in Tubman Hall are totally unusable because of leaks. Showers and toilet fixtures are in poor condition. All the dormitories appear to suffer from the problem of ancient steam radiators, which are erratic and difficult to control. Many students are forced to throw open windows, which results in tremendous energy losses.

Student housing at UMES separates rather dramatically into the 'old' and the 'new'. Harford, Somerset and Murphy, all built in the 1940's, are clearly products of an era when little concern was given to quality construction at the Black schools. A notoriously unreliable steam heating system, cracked and broken bath/shower fixtures, warped and peeling tiles, all contribute to the sad condition of these buildings. On the other hand, the newer dormitories, especially the university funded new student apartment complex, provide excellent accommodations.

The dormitories at UMBC are noticeably superior to those on the other campuses in quality, comfort and maintenance. Some of the more attractive features include fully carpeted rooms, individually controlled self-contained heating/air conditioning units in each room, private telephone in each room, and semi-private bath/shower facilities shared between adjacent rooms.

Among the dining facilities, those at UMBC are the best maintained and most comfortable. Waters Dining, at UMES, was classified by the institution as 'satisfactory', but in fact will require substantial work to bring the kitchen area, now seriously substandard and in possible violation of health and safety standards, up to par. The university has funded a construction project of approximately $320,000 to expand the food handling facilities and improve the kitchen.

Utility, Service, and Maintenance Buildings

There is a wide range in the condition and quality of the utility and shop buildings on the six campuses.

Towson's general services building was built only 10 years ago, but is in need of expansion. The power plant dates from 1914 and is in a 'remodel' category. Planning funds in the amount of $63,000 were previously appropriated for the power plant renovation, and $200,000 in supplemental planning funds were appropriated in the FY 82 capital budget.

Coppin's physical plant shops are cramped and overcrowded with minimal equipment, and are housed in the basement of the Pullen Gymnasium building. There is insufficient space for adequately equipped maintenance shops, and recent cutbacks in staffing severely limits their ability to keep up with the demands for service.

Bowie's maintenance shops are in a recently built structure, and are adequate. The campus utility system, however, will require major repair work to distribution piping, boilers, and controls.

Utility and maintenance facilities at UMBC are all new and in excellent condition.

Morgan also has a newly completed service building, which is in excellent condition. The steam distribution system, however, is aging and badly deteriorated.

The UMES storage and maintenance shop areas are in older buildings which are crowded and not conveniently arranged. Extensive maintenance will be required on the boilers and steam distribution system in the near future. A long range project is underway to remove electrical poles from the central campus and replace overhead wiring with a buried system.

Conclusions

From evaluation of the overall quality and condition of facilities and equipment, three notable deficiences stand out among the Black institutions:

1. The deplorable condition of science laboratories.
2. The pronounced need for improved support for equipment maintenance and replacement.
3. The generally poor condition of the residential space.

As already pointed out, administrative offices, libraries, the fine arts facilities and student centers on all the campuses are in relatively good condition. In general, physical education buildings are in reasonably good structural condition, but not all are sufficient to accommodate programmatic demands.

On each of the campuses, the science facilities were built in the decade of the 60's, and were primarily designed to accommodate teacher education activities. Modern science instruction requires considerably more sophisticated instrumentation, safety features, and support equipment than was required for that more limited mission. This change has been recognized at Towson, where major renovation is being done in the science laboratory areas.

Among faculty and staff interviewed, there were strong and unanimous pleas for greater resources to maintain and replace instructional equipment, not only in the science areas, but in nearly all disciplines. Typically, as budgets are tightened, equipment upkeep and replacement are first to be sacrificed. However, numerous examples were cited of severe impact on instructional programs from situations where relatively minor expenditures could place equipment on hand in working order. In a similar vein, continuing to defer building maintenance eats at the physical foundations of the institution.

The age and condition of residential buildings has been amply documented. Many of the dormitories at the predominantly Black schools are more than 30 years old - built in an era when there was little concern demonstrated for providing more than minimal accommodations for Black students. To redeem this legacy today calls for a carefully planned rebuilding program over several years to bring these facilities up to modern standards.

UTILIZATION OF SELECTED FACILITIES

Overview and Methodology

This section provides a utilization summary and analysis of four principal classifications of academic space: classrooms, instructional laboratories, offices, and study space. These groupings follow the standard definitions found in the HEGIS system. In addition, special comments are made about computer facilities, an essential component of present day academic programs.

It is exceedingly difficult to make an accurate assessment of the utilization of classroom and laboratory space for the campuses studied, since the most widely used and preferred measures (Assignable Square Feet per Weekly Student Contact Hour, or NASF/WSCH) are not maintained by the schools or by SBHE.[1] Ideally, these basic quantities would be accumulated by discipline/department for each campus. Because student credit hours were the only student load data available, alternative means of developing estimates of overall instructional space usage have been employed.

For classrooms and instructional laboratories, a 'proxy' estimate of contact hour activity has been imputed, based on the credit hour volume taught in each major HEGIS discipline classification. It should be recognized that these imputed values are very crude estimates, and may vary 20% or more from the actual contact hour values. Therefore, minor differences between schools should be viewed with appropriate caution.

One other measure often used, Assignable Square Feet per Full-Time Equivalent Student, or NASF/FTES, should also be interpreted with great care. It, too, is a very rough approximation of the intensity of usage, and variation of 2 or 3 NASF/FTES should not be considered significant. Factors stemming from program differences, amount of extended (night) use, design of rooms and buildings, definitional differences in the course contents, and the existence of facilities under renovation, all play a substantial role in what the final value might be.

Classroom Facilities

TABLE 6: COMPARISON OF CLASSROOM UTILIZATION MEASURES

	Group I			Group II		
	Towson	Coppin	Bowie	UMBC	Morgan	UMES
Classroom NASF:	130,138	32,318	31,062	69,872	80,957	24,263
NASF/FTES:	11.9	13.7	16.7	14.3	17.3	24.6
Imputed WSCH:	153,300	33,200	26,000	41,300	64,200	13,100
NASF/WSCH:	.8	1.0	1.2	1.7	1.3	1.8
Estimate of Usage Intensity:	high	avg	avg	low	avg	low

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[1] According to SBHE staff, effective Sept. 1, 1981, all public four-year institutions will report WSCH on campus development plans required by the Department of State Planning.

Planning guides, including the campus master plans for these schools, often cite a range of from 9 to 12 NASF/FTES, and a target utilization value of approximately 1.0 NASF/WSCH for classrooms. Of the six schools, Towson does best in approaching these guidelines. This suggests that additional classroom capacity exists on most of the campuses.

The following table has been used to interpret the imputed NASF/WSCH values:

	Range of NASF/WSCH Values		
High Utilization:	.5	-	.8
Average Utilization:	.9	-	1.5
Low Utilization:	1.6	-	2.5

To a degree, the relatively light usage of instructional facilities may be attributable to a phenomenon which has been labelled "fading Fridays and lost weekends." Many faculty are reluctant to schedule classes at unpopular times, yet efficient use of the full range of the work week can yield substantital savings of facility costs.

Likewise, the practice of assigning classrooms as the exclusive province of individual departments usually results in using far more rooms than otherwise necessary with coordinated scheduling and joint usage.

Instructional Laboratory Facilities

TABLE 7: COMPARISON OF TEACHING LABORATORY UTILIZATION MEASURES

		Group I			Group II	
	Towson	Coppin	Bowie	UMBC	Morgan	UMES
Laboratory NASF[1]	156,641	31,299	33,418	90,853	61,667	27,581
NASF/FTES:	14.4	13.3	17.9	18.6	13.2	28.4
Imputed Lab WSCH:	34,600	7,100	4,200	16,600	9,500	3,000
NASF/WSCH:	4.6	4.4	7.9	5.5	6.5	9.3
Estimate of Usage Intensity:	avg	high	low	avg	avg	low

[1] Includes classifications 210/5, 220/5, 230/5

An approximation of the intensity of teaching laboratory usage can be gained by comparing the overall area per student (NASF/FTES). By this measure, Bowie, UMBC and UMES exhibit the largest ratios - and thus have the most space. However, a smaller proportion of Bowie's courses are 'lab intensive', suggesting there may be less active use of laboratories at Bowie.

The "imputed laboratory NASF/WSCH" ratio is interpreted in the same manner as for classrooms, e.g., the lower the ratio, the better the utilization. Typical laboratory planning criteria would suggest the following table for comparison of utilization ratios:

	Range of NASF/WSCH Values		
High Utilization:	1.0	-	4.5
Average Utilization:	4.6	-	7.0
Low Utilization:	7.1	-	15.0

Based on this estimate, it would appear that Bowie and UMES both have considerable unused laboratory capacity, while Coppin may justify additional space.

Office Facilities

TABLE 8: COMPARISON OF OFFICE UTILIZATION

		Group I			Gropp II	
	Towson	Coppin	Bowie	UMBC	Morgan	UMES
Office NASF:	163,661	70,907	59,779	121,190	133,639	47,887
NASF/FTES:	15.2	30.0	32.1	24.8	28.6	45.9
Total Staff Positions:	1,190	352	398	700	828	300
NASF/Staff:	160	201	151	173	161	160
Estimate of Usage Intensity:	high	low	avg	avg	avg	low

The planning factor for office facilities, often cited and adopted by many states, is 140 to 150 NASF/FTE staff. Based on assumptions of typical staff/student ratios, this translates into approximately 20 to 22 NASF/FTES. (Note that this overall ratio includes faculty, administrative, professional, clerical, and all other staff who require office space).

Most of the six campuses appear to have rather generous amounts of office space in relation to these two standards. However, several factors must be considered. Relatively greater amounts of space may be needed where large numbers of part-time staff are employed, even though offices are normally shared in this situation. On those campuses with older buildings, part of the 'excess' may be attributed to earlier design criteria, which called for greater room volumes than modern air conditioned facilities require. New buildings typically provide expansion space which may not appear to be fully utilized for some length of time after occupancy. Finally, although sufficient office space may exist campus-wide, selected departments usually need relief through remodeling and/or reassignment of space.

As with other types of facilities, to confuse the amount of space should not be confused with the quality of space. As was noted in Table 4, nearly one-third of the office space at UMES was in buildings classified in one of the remodel groups.

Library/Study Facilities

TABLE 9: COMPARISON OF LIBRARY/STUDY FACILITIES

	Group I Towson	 Coppin	 Bowie	Group II UMBC	 Morgan	 UMES
Study Space NASF:	45,657	19,657	21,948	26,642	27,956	10,303
NASF/FTES	4.2	8.3	11.8	5.5	6.0	10.6
Stack Space NASF:	43,353	18,114	27,019	45,864	31,708	14,108
NASF/BVE	.09	.13	.15	.12	.10	.12
Total NASF:	97,281	44,746	55,273	88,210	68,722	27,449
Total NASF/FTES:	8.9	18.9	29.7	18.0	14.7	28.2
Estimated years to reach capacity:	2-5	10-13	18-22	7-10	5-8	9-12

An often cited planning guide for small college libraries is to provide seating for at least 25% of the student body, at an average of 25 assignable square feet per reader station. This is roughly 6.25 NASF/FTES for study space. For stacks, most planning guides cite .10 assignable square feet per bound volume equivalent (NASF/BVE) as the target. In addition, service space is projected at about 22% of stack and study.

Among the six schools, Towson is the tightest in both study and stack space, based on these planning standards. At the other end, Bowie clearly has the greatest unused capacity. (Further discussion of individual libraries is presented in the report by the Library consultant.)

By their nature, libraries grow unceasingly! On most university campuses, a library is initially built with sufficient capacity to accommodate at least a doubling of the collection. Then, when this limit has been reached, a new major expansion is undertaken. Historically, collection growth rates have ranged from 5% to 12% per year, with the expansion cycle varying from 15 to 25 years.

Based on assumption of level enrollment, and a nominal 6% annual growth rate in the collection, coupled with austere utilization levels, a rough estimate has been made of the number of years until maximum capacity would be achieved in the existing facilities. According to this analysis, planning for a major library expansion should now be underway at Towson.

Computer Facilities

Adequate computing resources for both educational and administrative functions are as critical to a college as they are to any modern business. Computing facilities utilized by these six campuses, unfortunately, can best be described as overloaded and obsolete. Neither the resources provided through the Board of Trustees supported network not by the University of Maryland appears to provide computing support adequate to meet the full needs of the user schools.

Computing support for Towson, Coppin, Bowie, and Morgan is provided by the Maryland State Colleges Information Center (MSCIC), which furnishes large scale data processing for the administrative functions of these schools as well as faculty and student computer processing support. The MSCIC central computer is housed in Stephens Hall on the Towson campus. The system is built around an aging UNIVAC 1106 central processor, which is linked to satellite computing centers at the various campuses via telephone lines. Typical satellite equipment includes a small UNIVAC 1004 computer which transmit programs and receive printed outputs. These utilize punched card input, a medium rapidly becoming obsolete.

The University of Maryland also relies upon two large UNIVAC 1108 central computers at College Park to service its multi-campus network. These machines (one for academic work, one for administrative), like the facilities at MSCIC, operate around the clock and are sorely strapped to carry the load.

At each of the campuses visited, a number of important management, accounting, and student record tasks are still being done manually. For some which are computerized, update runs suffer from discouragingly long lag times. Administrators told of severely limited capabilities for getting programming done for special one-time reports.

For academic use, both MSCIC and the University of Maryland systems offer a limited number of remote dial-up terminals on each campus in addition to input/output through the satellite centers. However, many of the machines are obsolete Teletypes, and in relation to the number of potential users, the number is far too small - probably less than half those needed. Faculty complained that turn-around time is unacceptably slow and some advanced programming systems are not readily available. Competition for access to the scarce equipment means that students' needs are seriously compromised.

Plans are underway at MSCIC to replace outdated equipment and to expand available services, with more than $3,000,000 allocated in the 1982 BOTSUC budget for these purposes. The University of Maryland is also reorganizing and upgrading its computer facilities. This work should be accorded high priority.

TABLE 10: COMPARISON OF MASTER PLAN VS. CURRENT NON-RESIDENTIAL ASSIGNABLE SPACE PER STUDENT

	Group I			Group II		
	Towson	Coppin	Bowie	UMBC	Morgan	UMES
Master Plan NASF/FTES:	89.4[a]	155.8[b]	114.9[c]	129.9[d]	114.4[e]	187.2[f]
Current (1980) NASF/FTES:	92.3	118.1	213.8	143.5	131.3	332.1

[a] Caudill Rowlett Scott, "Program and Campus Plan", Jan 1970: Proposed 1,210,118 NASF for 13,440 FTE students at Towson

[b] Cuadill Rowlett Scott, "Program and Campus Plan" Jan 1970: Proposed 210,343 NASF for 1,350 FTE students at Coppin

[c] Caudill Rowlett Scott, "Program and Campus Plan", Jan 1970: Proposed 482,845 NASF for 4,200 FTE students at Bowie

[d] RTKL Inc, "Master Plan for UMBC Campus", 1971; Proposed 650,000 GSF for 5,000 students. Converted to equivalent NASF and modified by allowance for research, support, admin/faculty offices and food facilities, for an approximate total of 649,300 NASF

[e] Caudill Rowlett Scott, "Program and Camus Plan:, Jan 1970: Proposed 789,526 NASF for 6,900 FTE students at Morgan

[f] Richardson Severns Green Rishling and Associates, "Campus Development Plan" Jul, 1980: Proposed 173,171 NASF for 925 FTE Students at UMES (farm excluded)

Table 10 compares the area per student which would result from full implementation of the campus master plans (assuming attainment of the stated target enrollments) with the actual assignable area per student reported in 1980.

Typical planning guides for small colleges yield values in the range from 75 to 130 NASF/FTES, exclusive of residential/auxiliary facilities. From this perspective, the master-plan figures in Table 10 appear to be fairly generous, although certainly well within accepted standards. Such ratios are significantly affected by economies of scale (e.g., smaller campuses need more space per student), as well as by the scope of activities other than basic instruction in which the institution is engaged (for example, a large research program or a substantial community service component).

Thus, the lower figures for Towson (both planned and actual) are probably justified, as a result of campus size and program. On the other hand, the master plan for Coppin targeted 1,350 students, but current enrollment is nearly double that value, while relatively few modifications have been made to the construction agenda. Bowie's master plan projected space for 4,200 students, and the subsequent drop in enrollments leaves considerable capacity for handling additional students over the 1980 level.

The high actual NASF/FTES value at UMES may be attributable in part to an unusual combination of circumstances. About 83,000 square feet, or roughly 85 NASF/FTES, is in the "unclassified" category, according to the SBHE inventory. This includes space in buildings scheduled for demolition, space being remodeled, and a large amount of presently unused area in Somerset Junior High building, whose status is yet unclear. If this area is discounted, the ratio becomes roughly 279 NASF/FTES, a more realistic indicator of the space available for accommodating added enrollment.

It should be noted that the role and mission of many institutions has been altered since the development of the master plans cited. Too, enrollments are drifting further and further from those targeted in the original plans.

Projected Construction and Demolition

Table 11 and Table 12 summarize the effects on campus space from completion of the capital construction projects requested by each school, including any planned demolition of buildings. This analysis is separated into residential and non-residential segments.

The proposed construction includes projects listed in the FY 1982 SBHE Capital Budget and projects listed in the projection of capital needs for the five year period 1980-1984 from the Maryland Department of State Planning.

Overall, the projected changes in non-residential space would add roughly 10 percent to the area per student ratios at the five schools requesting new buildings. Of course, increases or decreases in future enrollments would influence the projected per student final values.

TABLE 11: EFFECT OF PROJECTED CONSTRUCTION AND DEMOLITION ON NON-RESIDENTIAL SPACE

	Group I			Group II		
	Towson	Coppin	Bowie	UMBC	Morgan	UMES
Current FTE Students (1980)	10,883	2,360	1,861	4,887	4,671	972
Current Non-Resid NASF:	1,004,996	278,802	398,022	701,274	613,483	322,874*
Current NASF/FTES:	92.3	118.1	213.8	143.5	131.3	332.1
Add: NASF in Bldgs under construction or planned:	-	61,475	26,146	115,090	68,000	56,780
Less: NASF in buildings to be demolished:	-	-	-	(16,503)	(26,194)	(35,044)
Projected space:	1,004,996	340,277	424,168	798,871	655,289	344,610
Projected NASF/FTES:	92.3	144.2	227.9	163.5	140.3	354.5

Recapitulation of changes:

Coppin: Add: Gymnasium/Maintenance Bldg (30,935), Julian Science addition (30,540)

Bowie: Add: Dining Hall/Student Union (26,146)

UMBC: Add: Biol Sci addition (21,600), Central Plant addition (17,000), New commons (47,500), Theater (28,000)
Less: Physical Plant Shops (16,503)

Morgan: Add: Science Comlex addition (43,000), Library addition (25,000)
Less: Spencer (20,166), Vivarium (2,834), Old Heating Plant (3,194)

UMES: Add: Construction Tech/Art Education (35,020), Hotel Mgmt/Business Education (21,760)
Less: Kiah Hall (17,339), Student Lounge (8,809), Bird Hall (6,430), Fac-Stu Cottages (2,466)

*For comparability, space at UMES excludes farm buildings

TABLE 12: EFFECT OF PROJECTED CONSTRUCTION AND DEMOLITION ON RESIDENTIAL SPACE

		Group I			Group II	
	Towson	Coppin	Bowie	UMBC	Morgan	UMES
Current FTE Students (1980)	10,883	2,360	1,861	4,887	4,671	972
Current Residential NASF:	165,135	-	79,493	186,185	77,819	101,569
Number of residents:	1,262	-	586	1,124	635	562
% FTE students housed:	11.7%	-	31.5%	23.0%	13.6%	57.8%
NASF/student housed:	129	-	135	166	123	181
Add: NASF in buildings under constr or planned:	70,000	-	-	61,600	46,500	46,332
Less: NASF in bldgs to be demolished:	-	-	-	-	-	-
Projected space:	235,135	-	79,493	247,785	124,319	147,901
Projecte % students housed:**	16.0%	-	31.0%	31.0%	21.0%	84.0%

Recapitulation of changes:

Towson: Add: Residence Hall (70,000)

Morgan: Add: Residence Hall (46,500)

UMBC: Add: HUD Apartments (61,600)

UMES: Add: New Apartment Dormitories (46,332)

** Projected percent assumes the current ratio for NASF/Student housed is maintained.

Conclusions

On the basis of the utilization analysis, five of the six campuses have the capacity to accommodate from 10% to 50% increase in enrollments within the current facilities. Bowie and UMES have the greatest potential in this respect.

When projected construction is taken into account, even greater expansion would be possible in student numbers. Optimal strategies to use this capacity at the predominantly Black institutions to full advantage should be developed through SBHE, the schools themselves, and in cooperation with other institutions of higher education in the state.

The costs associated with excess space are often hidden. The outlay for initial construction, as well as the burden of heating, cleaning, and maintaining unnecessary square footage can be significant. It must be emphasized, however, that the level of utilization does not indicate the quality or condition of space. Classrooms and laboratories may be in desperate need of renovation, regardless of apparent low utilization rates.

Moreover, even though there may appear to be 'excess' classroom, laboratory, office or library space, the questions of mobility, adaptability and convertibility must be dealt with. A spacious auditorium or gymnasium cannot substitute for crowded and obsolete science laboratories. Generous lounges in the student union do not satisfy needs for research equipment. Unlike classrooms, specialized facilities such as science laboratories and art studios can be used by different courses only when proper storage, support space, and equipment is provided. A barrier to greater usage in many of the laboratories which were visited is the lack of such ancillary resources.

Many types of spaces are so-called 'lumpy' inputs. That is, they cannot be expanded incrementally to meet slowly rising needs. For example, facilities such as gymnasia, auditoria, libraries, and the like, must be constructed for a target capacity which may only be reached after substantial enrollment growth. A substantial amount of the space on these campuses falls in this category.

The master plans developed a decade ago for most of the campuses were very optimistic in projecting enrollment growth. If student numbers are not expected to stabilize for the new future, it may be appropriate to place greater emphasis on renovation and upgrading of current facilities, rather than on expansion.

RECOMMENDATIONS

Recommendation #1

That priority be given to expansion and improvement of the science and laboratory facilities on the Bowie, Coppin, Morgan and UMES campuses.

Within the classifications of academic facilities, the inadequacies in life and physical science laboratories stand out as the greatest current need. These facilities, designed and constructed primarily for teacher education, are simply not adequate or appropriate for proper instruction and research in modern techniques.

Recommendation #2

That emphasis be placed upon immediate and substantial improvement in the residential facilities at Bowie, Morgan and UMES.

Analysis of the age and condition of the residential building on these campuses clearly demonstrates them to be in serious need of full rehabilitation. For students to be most productive, they deserve an environment which is comfortable and clean.

Recommendation #3

That adequate funds be provided through specific set aside in annual appropriation/budget for institutions to maintain and replace instructional equipment.

The maintenance of instructional equipment was cited nearly unanimously by academic and non-academic staff as a critical problem. Often, instances were cited where relatively small amounts of preventive maintenance could restore unusable equipment to productive status. It may also be appropriate for the State colleges and/or the University to establish a centralized equipment and instrumentation repair facility, which could provide low-cost service to each participating campus.

Recommendation #4

That a rehabilitation/renovation funding formula be established for buildings, based on age, condition, type of construction and use.

Most of the campuses, notably Morgan and UMES, suffer from a serious burden of 'deferred maintenance.' While the reality of tight budgets and fiscal constraints cannot be ignored, a definite and equitable plan is essential to restore the rapidly deteriorating segments of the campuses' physical plant.

Recommendation #5

That high priority be given to the expansion and upgrading of computer support systems on the campuses, both for administrative and instructional use.

The current MSCIC system, with its central computer housed at Towson, is antiquated and woefully overloaded. Students are short-changed in having severely limited access to state-of-the-art programming and instructional systems. Administrators are frustrated with long delays and inadequate data processing support. The current proposal for upgrading the MSCIC system should be carefully evaluated and its implementation expedited.

Recommendation #6

That SBHE consider modifying the basic data now collected from institutions to include: (a) designation of HEGIS discipline for all rooms on the space inventory, (b) identification of the number of weekly student contact hours (WSCH) for each course and type of instruction.

Detailed analysis of academic space utilization depends upon the appropriate measures of demand. Such a change could benefit the schools as well as SBHE in monitoring their instructional patterns. However, the advantages must be carefully weighed against the vastly increased reporting burden that such detailed input would require.

CHAPTER 3

LIBRARIES

OVERVIEW

The library of an institution is an important indicator of academic quality. It must provide a positive environment that is conducive to study and learning. It must provide programs and resources that support the curricular and research needs of its users. Finally, the library must serve as the stimulus for broadening and expanding the community's intellectual experience.

For the purpose of this analysis and evaluation, the term Group I refers to Towson State University (TSU), Coppin State College (CSC), and Bowie State College (BSC). Group II refers to the University of Maryland - Baltimore County (UMBC), Morgan State University (MSU) and University of Maryland - Eastern Shore (UMES). Towson State University and University of Maryland - Baltimore County served as the criterion institution for their respective group.

TOWSON STATE UNIVERSITY, BOWIE STATE COLLEGE, AND COPPIN STATE COLLEGE

PHYSICAL FACILITIES

The physical facilities of a library are often almost as valuable as the resources it houses and the programs it provides. In general, the library buildings of both groups of schools studied were relatively new and spacious and provided serviceable study environments.

TOWSON STATE UNIVERSITY

The criterion institution, Towson State University, has the oldest library building of the three institutions in this group. It is apparent from the information that is available, along with sight investigation, that Towson currently has adequate space to achieve its mission. Based on appearances, Towson's stack space needs should not reach a critical stage for at least five years (Table A).

Consultant: James B. Alsip, University Librarian, George Washington University, Washington, D.C.

TABLE A

SPACE UTILIZATION FY 1981

	STUDY SPACE	STACK SPACE	PROCESSING SPACE	TOTAL SPACE
TOWSON STATE UNIVERSITY				
FY 81 Actual Space Available	45,657	43,353	8,271	97,281
FY 81 Estimated Need	71,969	34,056	16,964	122,989
FY 81 Estimated Percentage Utilized	158%	79%	205%	126%
COPPIN STATE COLLEGE				
FY 81 Actual Space Available	19,645	18,114	6,987	44,746
FY 81 Estimated Need	13,944	11,620	4,090	29,654
FY 81 Estimated Percentage Utilized	71%	64%	59%	66%
BOWIE STATE COLLEGE				
FY 81 Actual Space Available	21,948	27,019	6,306	55,273
FY 81 Estimated Need	7,075	12,492	3,130	22,697
FY 81 Estimated Percentage Utilized	32%	46%	49%	41%

(The above figures were supplied by SBHE Office.)

COPPIN STATE COLLEGE

The Parlett Longworth Moore Library at Coppin State College is a recently built, impressive structure. Its appearance and general arrangement are conducive to study. Unfortunately, the scarcity of funds in recent months has produced an intolerable situation which threatens both the library's mission and its users. At the time of the visit, the lack of funds on campus produced a shortage of light bulbs on campus. This caused the upper stack levels to be virtually unusable. The material located in this area was unobtainable at night. Further, it presented a safety hazard to users, and there was signs of vandalism, which was no doubt encouraged because of the insufficient lighting. Several large windows had sustained cracks; numerous cigarette burns were noted on the carpet and furniture.* On the lower level of the Moore Library there is an unsecured entrance/exit. One recognizes the demands imposed by the fire safety requirements, but this situation allows individuals to circumvent the library materials security system quite easily. Efforts should be made to correct this flaw.**

BOWIE STATE COLLEGE

The Library facility at Bowie State College projects an attractive and inviting external image. The second floor projects an atmosphere of coldness and starkness because of the vast amount of open, unused space. Also, at Bowie there is a problem of library materials security. A book detection system exists, but because of chronic staffing problems, the control point is seldom manned. As is true of Coppin, Bowie has an unsecured lower level. In this instance, however, it is an unused, undeveloped floor which is kept open only to serve as a campus shortcut. It is recommended that this practice be stopped immediately. Not only does it abet the loss of material, but it presents a safety hazard to individuals using that route.

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* In the institutional response, the SBHE was informed that light bulbs have now been purchased and new window panes have been installed.

** The College states that the alarm, which was malfunctioning at the time of the visit, has been repaired.

BUDGETARY SUPPORT

COPPIN STATE COLLEGE

In Group I, all three institutions have been forced to absorb major budgetary cuts in the current fiscal year. Coppin is experiencing a major reduction in its funding for the second straight year. It is estimated that the Moore Library will lose at least $160,000 from its currently appropriated budget. As a result, the purchase of new books has virtually stopped; no new periodicals have been added in two years; vital staff positions have been eliminated (2 professional librarians and 4 paraprofessionals); the library hours have again been reduced; and for the second year in a row, zero dollars will be spent on the binding of library materials.

In the area of collection development and maintenance, Coppin showed book volume equivalent (BVE) size of 131,628, or 76% of the ALA Standard in 1979. In 1980 the college had a BVE total of 201,050 which amounted to 67% of the ALA standard. This 9% drop in FY 80 will probably be matched by a far greater one in FY 81. According to the ALA Standards, Coppin added only 33% of the total BVE that it should have added for FY 80.

BOWIE STATE COLLEGE

Bowie's total budget was reduced slightly in FY 80 to about $30,000. In spite of this reduction, the collection was still able to increase by 4% against the ALA Standard during last year. Projections for the present year, however, are not as optimistic. Although the original budget allocation was $585,068, it is projected that the library will be permitted to spend only $473,676. It will lose $111,392, which represents a 19% reduction. Since much of the budget is committed to fixed costs, the reduction will probably be realized by leaving positions vacant. This action will adversely affect both library programs and services.

PROFESSIONAL AND CLERICAL STAFFING

In the area of staffing, one cannot help but be impressed. In general, the professional staffs are well trained, enthusiastic and very dedicated. This is quite remarkable when one considers the budgetary and personnel limitations that most of them have been forced to endure in the last several years.

It is apparent that in Group I Towson and Coppin are critically understaffed. This is true for both professional librarians (Table B) and support staff (Table C). Each school indicated during the visit that some positions have been frozen because of funding limitations.

The Group I (Table D) libraries have somewhat restricted service programs due to staffing and budgetary limitations. Despite the fact that they have had to continue to reduce their hours of operation, their service spirit appears to be unbroken. Bowie is presently open only 71 hours per week, while Coppin's 65 hours remains the lowest number for all state colleges.

Table D provides a summary of the loan ratios for each of the institutions reviewed. It is virtually impossible to determine what constitutes an "ideal" circulation rate because there are so many variables involved. However, when one compares the institutions in each group with each other a simple conclusion can be made. Towson and Coppin have similar loan rates for FY 1980. Bowie indicates a rate of over 40% fewer volumes used than the other two schools.

UNIVERSITY OF MARYLAND - BALTIMORE COUNTY (UMBC), UNIVERSITY OF MARYLAND - EASTERN SHORE (UMES), AND MORGAN STATE UNIVERSITY

FACILITIES

UNIVERSITY OF MARYLAND - BALTIMORE COUNTY

Like the criterion institution in Group I, the University of Maryland - Baltimore County (UMBC), which is the criterion institution for Group II, has reached a critical stage from the standpoint of its space requirements (Table E). As indicated in Table A, UMBC shows a definite strain in the area of study space. The available area is 27% less than is minimally acceptable. When visiting the facility, one gets a feeling of openness. Unfortunately, because of the way in which the building is arranged, much of this space does not lend itself to traditional library functions.

TABLE B

LIBRARY PROFESSIONAL STAFFING AS A PERCENT OF ACRL STANDARD PROFESSIONAL STAFFING

FY 1980 Professional Staffing	Towson	Coppin	Bowie
ALA Standard Prof. Staff Size[1]	31	9	9
Actual Prof. Staff Size	20	7	10
Actual as Percent of Standard	65%	78%	111%
FY 1979 Professional Staffing			
ALA Standard Prof. Staff Size	32	9	7
Actual Prof. Staff Size	19	8	9
Actual as Percent of Standard	59%	89%	129%

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[1] The number of librarians required by the college shall be computed as follows (to be calculated cumulatively):

For each 500, or fraction thereof, FTE students up to 10,000.....1 librarian
For each 1,000 or fraction thereof, FTE students above 10,000....1 librarian
For each 100,000 volumes, or fraction thereof, in the collection.1 librarian
For each 5,000 volumes, or fraction thereof, added per year......1 librarian

Source: Association of College and Research Libraries. Standards for College Libraries (1975)

TABLE C

LIBRARY SUPPORT STAFFING AS A PERCENT OF ACRL STANDARD RECOMMENDATIONS

FY 1980 Support Staffing	Towson	Coppin	Bowie
ALA Standard Support Staff Size[1]	58	17	17
Actual Support Staff Size	31	10*	14
Actual as Percent of Standard	53%	53%	82%
FY 1979 Support Staffing			
ALA Standard Support Staff Size	59	17	13
Actual Support Staff Size	29	11	14
Actual as Percent of Standard	49%	65%	108%

* One position released to the Registrar's Office.

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[1] Calculated as 65% of the sum of professional and support staff. Source: Association of College and Research Libraries. Standards for College Libraries (1975).

TABLE D

ELEMENTS OF LIBRARY SERVICE

Service	Towson	Coppin	Bowie
Loans FY 1980	176,233	40,000	17,443
Credit Hour FTES FY 1980	10,883	2,360	1,861
Ratio Loans per FTES FY 1980	16.19	16.95	9.37
Loans FY 1979	181,698	50,000	15,898
Credit Hour FTES FY 1979	10,838	2,374	1,827
Ratio Loans per FTES FY 1979	16.8	21.1	8.7
Hours of Operation FY 1980	89	65	79
Hours of Operation FY 1979	81	69	80

MORGAN STATE UNIVERSITY

The Soper Library at Morgan State University (MSU) was opened in 1974. It is an attractive structure; but, regrettably, it is rapidly being outgrown. An examination of space utilization based on actual area available compared with estimated needs for FY 1981 produce some interesting results. The figure is derived by using the interim state space guidelines. This review indicates that MSU has 27,956 square feet currently available for study space, but their current need totals 30,350 square feet. Thus, they are presently short by 9%. A similar examination of the stack and processing areas shows that the stacks are presently 81% of capacity with 99% of their total estimated need being utilized.

The reviewer's on-site examination tends to confirm these conclusions. However, current building constraints limit proper use of some available stack space. The Reference stack and study area is limited in its ability to grow without some interior alteration. It is suggested that a non-loadbearing, interior wall be removed in order to correct this problem and give the Reference area some growing room.

Aside from space, Morgan is faced with a severe physical problem which could have structural ramifications. The building is experiencing a massive leak which is causing major cracks and crumbling of the interior walls. Since this problem exists at one of the corners of the building, continued neglect could result in serious, permanent damage to the structure.

UNIVERSITY OF MARYLAND - EASTERN SHORE (UMES)

The Frederick Douglass Library at the University of Maryland - Eastern Shore was constructed in 1968. Despite its age, the facility has adjusted well and has been upgraded and expanded over the years. The basement area was resently refurbished and opened for public use. Only in the processing area does it show any real signs of being crowded. Much of this is due to the unfortunate arrangement of the offices and work areas. However, there is one major problem that must be addressed immediately. Since 1968 the Library has been intermittently without air conditioning, and since the Spring, 1980, it has been totally without air conditioning. This is obviously detrimental to both users as well as materials; and this deficiency should be corrected without delay.

TABLE E

SPACE UTILIZATION FY 1981

	STUDY SPACE	STACK SPACE	PROCESSING SPACE	TOTAL SPACE
UNIVERSITY OF MARYLAND BALTIMORE COUNTY				
FY 81 Actual Space Available	26,642	45,864	15,704	88,210
FY 81 Estimated Need	33,825	32,032	10,537	76,394
FY 81 Estimated Percentage Utilized	127%	70%	64%	87%
MORGAN STATE UNIVERSITY				
FY 81 Actual Space Available	27,956	31,708	9,058	68,722
FY 81 Estimated Need	30,350	25,789	8,982	65,120
FY 81 Estimated Percentage Utilized	109%	81%	99%	95%
UNIVERSITY OF MARYLAND EASTERN SHORE				
FY 81 Actual Space Available	10,303	14,108	3,038	27,449
FY 81 Estimated Need	6,069	11,823	2,863	20,755
FY 81 Estimated Percentage Utilized	59%	84%	97%	76%

(The above figures were supplied by SBHE Office.)

BUDGETARY SUPPORT

The financial support exhibited by all six institutions leaves much to be desired. In every instance the library system has from the outset been appropriated only minimal funding. As these institutions have experienced major shortfalls in enrollment and/or excessive increases in utility costs, the schools have stripped money from the library budgets to cover budget shortfalls. Not only has such action had a major impact on present growth of programs; but, if steps are not taken to rectify the situation immediately, the systems may never recover.

It is very difficult to determine the ideal library budget for a given institution since there are so many factors that vary from institution to institution. It is probably an oversimplification, but had the institutions in questions been able to receive and expend the funds that had been allocated to them in recent years, their situations would be quite different and, in most instances, conditions would be satisfactory.

MORGAN STATE UNIVERSITY

While the institutions in Group II have managed to maintain a rather stabile budgetary environment, Morgan State University is the one exception to that conclusion. The budget for the Soper Library at Morgan State University has been drastically reduced during the course of this year. Initially it was thought that the library would lose $126,000 from a total appropriated budget of $1,194,077. However, a recent revision indicates that the reduction may total more than $160,000. (13.4% of the total budget.) As a result, key positions are vacant and currently frozen--the director and assistant director for public services. (A third vital professional librarian position, library instruction librarian, was eliminated in FY 81 because of budget constraints.) The gravest blow, however, has been dealt in the area of the book collection. This reviewer was told in March, 1981, that the Morgan library had not purchased a single new monographic publication since July, 1980! Only a limited number of standing orders plus a few titles acquired with federal grant money have been added to the collection during FY 80-81. The library will go through an entire academic year without being able to add to its book collection, the backbone of the library material resources.

UNIVERSITY OF MARYLAND - EASTERN SHORE

The University of Maryland - Eastern Shore has been experiencing sustained, if limited, growth in recent years. It has been able to maintain a responsive reference collection. The serials and monographic budgets, though not excessive, have continued to grow. The recent introduction of OCLC into the processing system is a major advancement. In the area of patron services, the ability to access on-line data bases is an additional feature. Since there is an obvious demand for this activity, a way must be found that will permit UMES to maintain and expand the on-line data base as the effort grows. One option might be to allocate a portion of the University's income from its research funds directly to the library for this purpose.

The chief library administrators of Coppin State College, Bowie State College, and Morgan State University do not have as much direct control over their individual budgets as they should have. Libraries are complex, multi-faceted agencies that require proper management and planning if they are to respond correctly to the needs of their users. One cannot be expected to achieve the appropriate level of planning without having the ability and freedom to manage his/her own budgets. It is, therefore, recommended that the chief library administrator be designated the principal budget officer for the library. Further, this individual should be given the responsibility and flexibility to plan, spend and be held accountable for the use of their respective funds.

Second, as noted previously, it is virtually impossible to determine an ideal or appropriate budget for a library. The historically black institutions should follow the progress of the University of Maryland libraries which are trying to develop a formula that will be appropriate for their situation. This effort is expected to be responsive to unique local needs, fluctuating enrollments, changes in programs, and other variables which must be included if such a model is to be taken seriously.

It is hoped that the appropriate administrative units will work with the UM librarian to achieve some positive results. Further, having arrived at an acceptable model for their institution, the parties responsible should modify the formula and a different one should be developed to determine the funding needs of the state colleges.

The task will not be an easy one. It is doubtful that everyone will be completely happy with the results. But a form of consensus can no doubt be achieved by making library support more consistent and responsive to the requirements of the individual campuses. This is probably the only result that one can hope to obtain.

PROFESSIONAL AND CLERICAL STAFF

As shown by Tables F and G, the institutions in Group II have staffing problems. Morgan State has two key professional positions frozen. According to the tables, UMES is overstaffed. However, UMES needs more professional staff to meet the demands of its clients and to respond to the need for expanding services in the areas of reference and library instruction.

Librarianship is a rapidly evolving profession. Because of the new approaches to service, the impact of automation and microforms, and many more basic changes, professional librarians need the chance to interact with peers at professional meetings; they need an opportunity to attend workshops and seminars; they should be encouraged to remain current and maintain their individual expertise in their chosen profession. Encouragement means not only giving individuals the freedom and support to attend activities, but providing them with some financial help to defray some of the expenses that they incur. A review of all institutions indicates that there is a need to improve the continuing education/travel funds of these libraries.

LIBRARY SERVICES

The present service situation in the Group II (Table C) libraries is fairly stabile. UMBC remains at 83 hours per week; while UMES has increased its hours to 77 and Morgan State's has dropped to 76.5.

This means that Morgan State has reduced its service hours from a high of 90 per week in 1979 to the current 76.5, a reduction of 13.5 hours per week or a service cut of 15%. If the trend continues, it will have an adverse effect on the library and the community it serves.

TABLE E

LIBRARY SUPPORT STAFFING AS A PERCENT OF ACRL STANDARD RECOMMENDATIONS

FY 1980 Support Staffing	UMBC	Morgan	UMES
ALA Standard Support Staff Size[1]	37	33	11
Actual Support Staff Size	36	24	8
Actual as Percent of Standard	97%	73%	73%
FY 1979 Support Staffing			
ALA Standard Support Staff Size	35	33	9
Actual Support Staff Size	39.6	20	7
Actual as Percent of Standard	113%	61%	78%

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[1] Calculated as 65% of the sum of professional and support staff. Source: Association of College and Research Libraries. Standards for College Libraries (1975).

TABLE F

LIBRARY PROFESSIONAL STAFFING AS A PERCENT OF ACRL STANDARD PROFESSIONAL STAFFING

FY 1980 Professional Staffing	UMBC	Morgan	UMES
ALA Standard Prof. Staff Size[1]	20	18	6
Actual Prof. Staff Size	13.5	17	8
Actual as Percent of Standard	68%	94%	133%
FY 1979 Professional Staffing			
ALA Standard Prof. Staff Size	19	18	5
Actual Prof. Staff Size	13.5	17	8
Actual as Percent of Standard	71%	94%	160%

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[1] The number of librarians required by the college shall be computed as follows (to be calculated cumulatively):

For each 500, or fraction thereof, FTE students up to 10,000.....1 librarian
For each 1,000 or fraction thereof, FTE students above 10,000....1 librarian
For each 100,000 volumes, or fraction thereof, in the collection.1 librarian
For each 5,000 volumes, or fraction thereof, added per year......1 librarian

Source: Association of College and Research Libraries.
Standards for College Libraries (1975)

TABLE G

ELEMENTS OF LIBRARY SERVICE

Service	UMBC	Morgan	UMES
Loans FY 1980	167,820	59,111	41,000
Credit Hour FTES FY 1980	4,887	4,671	972
Ratio Loans per FTES FY 1980	34.34	12.65	42.18
Loans FY 1979	161,168	54,047	35,262
Credit Hour FTES FY 1979	4,669	4,540	929
Ratio Loans per FTES FY 1979	34.5	11.9	37.9
Hours of Operation FY 1980	83	88	72
Hours of Operation FY 1979	83	90	72

Given the parameters of this study, it is difficult to determine the true quality and level of service that each institution attempts to provide. One level of success that can be noted is their respective circulation rates. UMES's circulation rate is significantly higher than that of UMBC. Morgan's circulation rate is pitifully low when compared to the other two schools--over 70% below UMES's ratio and nearly 64% below UMBC's loan rate.

One can only urge both Bowie and Morgan to examine their library programs closely. They need to review their environments, their collections, and their services to determine why their libraries are not being used by their respective communities. Then, they need to take positive steps to improve the situation.

All institutions are seeking to improve their present service level in collection control and access. Towson has had an automated circulation system installed for several years. During this current year, Coppin, Bowie, and Morgan have begun to install their own terminals and will interface with Towson's minicomputer via dial access. It would be to everyone's benefit if funds could be made available so as to allow these three institutions to retrospectively convert their bibliographic records into machine readable form.

UMBC and UMES are moving in a similar direction. They are a party to the University of Maryland's Libraries effort to plan and develop a common library computing network. Such an effort is to be applauded and should be financially supported. The end result will improve library access and service throughout the state.

GENERAL OBSERVATIONS

There are several issues that can be addressed collectively. Morgan, Coppin and Bowie have a portion of their materials classified in both Dewey and Library of Congress Classifications. Because of their already strained resources, it is virtually impossible for them to complete a reclassification process in any reasonable time frame. If it is decided that they should continue this process, it is recommended that:

-- the reclassification effort be tied to the construction of their circulation data bases so that one process can accomplish both goals.

-- the scope of the project should be examined collectively and resources should be made available to expedite the process in a short time.

-- a state-wide review of the salaries that are paid to the professional librarians at all six institutions examined by this study be undertaken. The ranking system and compensation scales currently used are not competitive with similar institutions in surrounding states, nor do they compare favorably with salaries being offered to librarians at the community colleges and public libraries within the State of Maryland.

Another general observation that was apparent from the various visits was lack of up-to-date media and microform equipment. The scope of this study did not provide the opportunity to survey the institutions and to judge their individual needs with respect to the type and amount of equipment required by each school.

However, it was obvious from the visits that much of the equipment was out of service and some beyond repair. At Bowie there was a relatively new microform copier that was down simply because a $49.00 bulb could not be purchased. (The copier cost in excess of $4,000.00 when it was purchased several months ago.) At Morgan State the vast majority of the viewers and playback cassettes were in dire need of repair and maintenance. UMES was no exception. It has a need for newer microform readers.

An outside source needs to come in and review and evaluate the needs. The type of equipment required would be determined by the institution's various programs. The amount of equipment could be based on number of students involved and sizes of collections. In any case, some positive steps must be taken to upgrade the libraries media and microform equipment.

CONCLUDING STATEMENT

In conclusion, the libraries of the four historically black institutions are in need of new, expanded financial support, consistent funding, managerial freedom for the directors, increased staffing and travel/continuing education funds, and upgraded equipment.

The physical facilities are generally excellent, though there are some basic maintenance problems that need to be corrected. Funding levels are marginal at best. Effectiveness is further eroded by the fact that the directors, except for UMES, do not directly control their budgets. For the most part the staffs are properly trained, well motivated and committed to their respective programs. But, there is a need to increase their numbers if their potential is to be properly realized. Finally, their equipment requirements should be determined on a system-wide basis and upgraded immediately.

Failure to respond and correct these problems can only add to the current shortcomings of the library system. In recent years the libraries have experienced major setbacks. If steps are not taken now to overcome this situation, the damage will continue and become permanent.

CHAPTER 4

STUDENT SERVICES

The design of this section of the Enhancement Study called for comparative analysis of student services at: (1) Coppin State College and Bowie State College with those of Towson State University, and an analysis of student services at (2) Morgan State University and University of Maryland - Eastern Shore (UMES) with those of the University of Maryland - Baltimore County (UMBC). To accomplish this analysis, it was first necessary to identify the student services to be considered. Table A reports these services and the specific administrative division at each study institution with which their performance is associated. It is noted that every cited service is provided at each institution (except housing at non-residental Coppin State), to suggest parallel comprehensiveness of the student service programs at these institutions. This is not to imply, however, that the services are delivered with equal effectiveness and/or emphasis.

STUDENT SERVICES

The vice-presidential level of the chief student services officer at Coppin State, Bowie State and Towson State as well as at Morgan State, UMES and UMBC suggests a commitment to a strong program of student services by the president of each of these institutions. Presidential support is significantly related to a favorable climate for the development of student services on campus.

Student services are performed by staff specialists. When these specialists are professionals, the services are likely to be professionally performed. Based on a review of personal resume information, relevant program material and one interview with each of the director-level student services specialists at the six institutions of reference, the estimate is made that each of the six separate staffs is capable of performing the majority of the basic student services in a satisfactory manner or better. At each institution, the desire to grow professionally was noted among

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TABLE A

STUDENT SERVICES AND THE ADMINISTRATIVE DIVISION WITH PRIMARY RESPONSIBILITY FOR IMPLEMENTING EACH AT TWO CLUSTERS OF PUBLIC POST-SECONDARY INSTITUTIONS IN MARYLAND

Student Service	Board of Trustee Cluster			University of Md. Cluster		
	Bowie	Coppin	Towson	Morgan	UMES	UMBC
Student Counseling	Student Affairs	Student Sffairs	Student Affairs	Academic Affairs	Student Affairs	Student Affairs
Orientation and Study Skills	Academic Affairs	Academic Affairs	Student Affairs	Academic Affairs	Student Affairs	Student Affairs
Placement and Career Development	Academic Affairs	Student Affairs	Student Affairs	Student Affairs	Student Affairs	Student Affairs
Financial Aids	Student Affairs	Student Affairs	Academic Affairs	Student Affairs	Student Affairs	Academic Affairs
Student Health	Student Affairs	Student Affairs	Student Affairs	Student Affairs	Student Affairs	Student Affairs
Student Activities	Student Affairs	Student Affairs	Student Affairs	Student Affairs	Student Affairs	Student Affairs
College Center (Food Bookstore, etc.)	Auxiliary Services	Student Affairs	Auxiliary Services	Business & Finance	Admin. Affairs	Student Affairs
Student Advisement	Academic Affairs	Academic Affairs	Student Affairs	Academic Affairs	Academic Affairs	Academic Affairs
Student Housing (Program)	Student Affairs	None	Auxiliary Services	Student Affairs	Student Affairs	Student Affairs
Recreational Sports	Inst. Plan. & Develop.	Student Affairs	Dept. of Phys. Ed.	Dept. of Phys. Ed.	Athletic Dept.	Athletic Office
Admissions & Registrar	Academic Affairs	Student Affairs	Academic Affairs	Student Af. Academic Af.	Student Affairs	Academic Affairs

student services specialists. Widespread concern prevails among them regarding the lack of institutional funds for staff development through in-service programs and attendance at professional meetings. Salary differentials among student services personnel at institutions within the two comparative clusters were not cited by them as a concern. Table B reports representative administrator salaries at the three institutions comprising each. The need for additional professional and/or clerical staff is perceived within specific student service program areas at each institution and noted subsequently in appropriate sections of this report. Table C reports student services expenditures and positions for FY 1980. For one cluster, the highest FTES dollar amount ($706) is at Bowie State and the lowest ($190) at Towson State. For the other, the FTES expenditure is highest at UMES ($919) and lowest at UMBC ($366).

Table B

FY 1980 Salary for Selected Administrators Implementing Student Services

Position	Bowie	Coppin	Towson	Morgan	UMES	UMBC
Chief Student Services Admin.	$27,832	$30,058	$33,653	$33,335	$34,000	$33,700
Dir. of Admission	25,770	25,770	25,770	25,770	20,500	35,500
Dir. of Financial Aid	17,630	19,619	23,910	25,770	19,500	21,903
Registrar	23,915	23,915	25,770	25,770	16,00	21,101

TABLE C

STUDENT SERVICES EXPENDITURES AND POSITIONS FOR TWO CLUSTERS OF PUBLIC POST-SECONDARY INSTITUTIONS IN MARYLAND

Institution	FY 1982		Percentage of SBHE Guidelines		
	SBHE Guideline	Adjusted Request	FY 1982 Adj. Request	FY 1981 Adj. Approp.	FY 1980 Adj. Approp.
Bd. of Trustee Cluster					
Bowie State	$588,058	$780,003	132.6%	124.8%	114.6%
FTE	1,950	1,950	1,950	1,950	1,862
Positions			46	46	46
Coppin State	$687,507	$653,335	95.0%	79.6%	99.2%
FTE	2,327	2,327	2,237	2,237	2,360
Positions			39	39	36
Towson State	$2,868,545	$1,882,377	65.6%	61.1%	76.3%
FTE	10,600	10,600	10,600	10,900	10,844
Positions			80	80	68
Univ. of Md. Cluster					
Morgan State	$1,288,934	$1,240,204	96.2%	100.6%	104.7%
FTE	4.608	4,608	4,608	4,500	4,671
Positions			63	63	61
UMES	$374,510	$563,320	150.4%	163.1%	170.2%
FTE	1,140	1,140	1,140	1,038	972
Positions			32	33	35
UMBC	$1,471,252	$1,331,355	90.5%	94.7%	104.1%
FTE	5,300	5,300	5,300	5,100	4,887
Positions			66	66	70

Note: Dollars per FTES for student services in FY 1980: Bowie 706, Coppin 674, Towson 190
Morgan 513, UMES 919, UMBC 366

SOURCE: SBHE

BOWIE STATE COLLEGE, COPPIN STATE COLLEGE, AND TOWSON STATE UNIVERSITY

Following are observations on the program of student services at schools comprising one comparative cluster--Bowie State, Coppin State and Towson State. The Towson State program serves as the criterion program for this segment of comment. It is recognized that Bowie State, Coppin State and Towson State are distinctively different in important regards. Their 1980 headcount enrollments (3,169 at Bowie, 2,826 at Coppin and 14,922 at Towson), their locations (rural of Bowie, inner city of Coppin and suburban of Towson) and their non-residential (Coppin) and partly residential (Bowie and Towson) student bodies are among the differentials that necessarily bear upon the scope and emphasis of their student services. These differences must be considered as tempering factors in direct institutional comparisons.

TOWSON STATE UNIVERSITY

The program of student services at Towson State (See Table A) appears to be more established than that at both Bowie State and Coppin State. It reflects good leadership and staff competency. Over the past several years, turnover among key student service staff has been minimal, which in all likelihood, has contributed to program stability. Despite an unorthodox structure, which seems to work against the institutionalization of staff communication by locating several interdependent student services in different administrative divisions of the University, the program appears to work smoothly and effectively. It seems to be successful because of personal factors--staff sharing and communication based on friendliness and long acquaintance. On-site conversations with several students revealed that they think well of student services at Towson State.

It is judged that the basic student personnel functions are being performed at a satisfactory level or better at Towson State although limited program funding and minimal clerical staffing are difficulties. Among the student service program components, the Counseling Center looks particularly strong. Three of its programs stand out: (A) The Cope Line taped information and referral service, (B) The Computer-Based Career Guidance and Occupational/Educational Information System, and (C) the Day Care Center affiliate. From an improvement perspective, housing and student activities appear as service areas where attention might be focused.

Student activities at Towson State tend to carry less importance than is so at "residential" schools. With only 1,200 of over 10,000 students living in campus housing, Towson State might be called a "somewhat residential" but more so a "commuter" campus. It is difficult to enrich the commuting student collegiate experience through co-curricular activities in that they are not often on campus beyond class times, however, activity programming keyed to the commuting students can capture their attention and result in their responsiveness. This is seen as a needed emphasis for the State Activities office at Towson State. The opening of a rathskellar on campus could be a positive move in this regard.

A shortage of campus housing was cited by directors of several student services and student leaders as a problem at Towson State. Their feeling is that additional housing capacity on campus is vital to attracting students in the future. Interviewed faculty expressed the observation that the housing program did not bridge the traditional separation of concerns of the classroom and the Housing Office. Making the residence-hall experience an integral part of academic life is difficult, but it should become a primary housing program objective.

COPPIN STATE COLLEGE

Coppin State is a non-residential college located in a high unemployment area. The majority of its 2,371 FTES (FY 1981) is drawn from its immediate vicinity and these students need financial assistance to attend college. Approximately 90% of students at Coppin State received some kind of financial aid in FY 1980. Among the three institutions in this comparative cluster, the number of financial aid awards per FTE student (Table D) is highest (3.0) at Coppin State (1.0 at Bowie State and 0.5 at Towson State). Similarly, the average dollar amount awarded per FTE student is largest at Coppin State, $1,365 ($814 at Bowie State and $306.5 at Towson State). These data provide an indication of the magnitude and importance of the financial aid service at Coppin State. Student comments, based for the most part on experience with the Financial Aid office over the past several years, call for its improvement. The repayment record of Coppin State students for National Direct Student Loans (i.e.--34.3% in default in FY 1980) is in need of follow-up attention. Currently, the office is undergoing reorganization and extensive staff training and, as a result, is improving the delivery of services. Computer support and addition of a financial aid counselor, however, would seem to be essential for it to maintain a level of adequate service over the long haul. The availability of more

Table D
Financial Aid Data -- Total Maryland Public Universities and 4-Year Colleges

	Bowie State College			Coppin State College			Towson State University		
	ACTUAL		Average Annual Rate of Change	ACTUAL		Average Annual Rate of Change	ACTUAL		Average Annual Rate of Change
	FY 1976	FY 1980		FY 1976	FY 1980		FY 1976	FY 1980	
Financial Assistance									
Number of Awards/FTE									
Basic Ed. Op. Grants	0.3	0.4	8.7	0.4	1.3	32.2	0.1	0.2	28.5
Suppl. Ed. Op. Grants	0.2	0.2	-10.5	0.3	0.7	18.2	0.0	0.1	11.3
Nat. Direct Student Loans	0.2	0.2	-11.6	0.3	0.5	16.3	0.1	0.1	8.4
College Work Study	0.2	0.2	- 9.3	0.2	0.4	15.5	0.0	0.0	0.1
Other Race Grants	0.0	0.0	5.6	0.0	0.0	- 9.4	0.0	0.0	7.1
High Ability Gr/Sch.	0.0	0.0	-	0.0	0.0	-	0.0	0.0	0.0
Inst. Grants/Sch.	0.0	0.0	-	0.0	0.0	-	0.0	0.0	5.4
Other	0.0	0.0	-	0.3	0.2	-12.7	0.0	0.1	242.7
Award/FTE	1.0	1.0	- 4.1(1)	1.6	3.0	17.4(1)	0.3	0.5	21.4(1)
Dollars Awarded/FTES									
Basic Ed. Op. Grants	232.4	489.1	20.4	$ 365.1	$ 593.2	12.9	$ 69.7	$189.7	28.4
Suppl. Ed. Op. Grants	95.6	27.9	-26.5	259.9	182.3	- 8.5	20.0	23.0	3.6
Nat. Direct Student Loans	134.7	139.0	0.8	148.4	157.6	1.5	26.4	27.6	1.1
College Work Study	239.4	134.3	-13.5	218.5	304.2	8.6	13.1	13.7	1.1
Other Race Grants	13.5	23.9	15.3	30.1	18.9	-11.0	16.9	20.2	4.6
High Ability Gr/Sch.	0.0	0.0	-	0.0	0.0	-	0.0	0.0	-
Inst. Grants/Sch.	0.0	0.0	-	0.0	0.0	-	7.9	9.2	3.9
Other	4.6	0.0	-	45.7	108.8	24.2	0.2	23.1	227.8
Award $/FTES	720.2	814.3	3.1(2)	$1,067.6	$1,365.1	6.3(2)	$154.1	$306.5	18.8(2)

(1) Reflects rate of change in number of awards

(2) Reflects rate of change in dollars awarded per FTES.

institutional funds for discretionary student loans would permit the office to respond more fully to student demands upon it.

Among the most troublesome concerns of a "commuter" type college, such as Coppin State, is that of developing a sense of community. The student activities and athletic programs of a college can and should contribute significantly to such end. The role of each in this regard could be expanded at Coppin State. The office providing the former is virtually void of program funds and clerical personnel and is diminishing its student activity programming effort by directing a non-related function--veteran's affairs. Regarding the latter, recreational sports offerings are limited, purportedly because of a shortage of and/or poor campus athletic facilities. The need for expanded and improved gymnasium and athletic field facilities for sports at Coppin State is acute.

The health service is a dispensary operation. Limited service of this type is appropriate for a non-residential college located near a hospital as is Coppin State. Existing staff is one nurse and student clerical help. An additional nurse (practical nurse who can type) and a consulting physician for nurse backup are needed to meet minimal staffing recommendations. Deficiencies in the present health facility are lack of running water, toilet and bed.

Admissions, counseling, placement and College Center services to students are seen as the strongest among those provided at Coppin State. Specialists performing each, however, seem to be marking time programmatically. They cite lack of funding as the predisposing reason. Proposed objects for program funds they desire are: (A) advertising and aggressive marketing of Coppin State by admissions' personnel, (B) development of day care capability by the Counseling Center for children of married and single-parent students, and (C) extending job development efforts of the Placement office to better meet the full- and part-time employment needs of Coppin State Students. These are seen as justifiable enhancement projects. The day care idea seems particularly promising in that it would provide for the child-care needs of many non-traditional prospective students who are likely to be future recruitment targets for Coppin State.

BOWIE STATE COLLEGE

The Office of Student Affairs at Bowie State is currently in a state of reorganization. Its chief administrator as well as several key specialists are new. Emerging change is promising in that it is moving the student services program along humanistic lines, that is, toward programs for the realization of student potential, rather than solely toward efficient functioning of services. Inservice training for the student affairs staff is being provided to facilitate understanding of new student development concepts.

The student service used extensively by most Bowie State students is financial aid (See Table D). This service has been the target of sharp criticism by students over recent years. The percentage of students in default for repayment of National Direct Student Loans in FY 1980 is 43.3, clearly the highest among institutions in this comparative cluster. Because of these defaults, students with open accounts were not permitted to register in the Fall, 1980-81 semester and enrollment at Bowie State dropped about 200 students. This year, the Office of Financial Aid has and is undergoing extensive staff and procedural change and appears to be moving rapidly toward becoming an effectively functioning unit. Its biggest problems stem from reliance on manual accounting procedures and less than systematic interoffice communication protocol. Computerized support systems are badly needed to sustain the financial aid service at an adequate performance level.

Student activities is seen as a promising program area at Bowie State. The planned opening of a new Campus Center in the summer of 1981 will provide a modern plant with marked program development. To facilitate such an end, the current arrangement which places fiscal control of the Student Center with the Office of Auxiliary Services should be modified. The Director of the College Center should fulfill programming responsibilities through the Office of Student Affairs and be in the position to produce and to spend revenues in the Center without interference by auxiliary service officials beyond that required for auditing of accounts.

The campus housing program at Bowie State is respectable but deficient. The residence hall facilities work against its future development. Program improvement, in terms of developing cohesive residential student units and academically related residential activities, would seem to be dependent to a large extent upon much needed renovation of Holmes Hall, maintenance in

Tubman Hall and additional recreational outlets (i.e.--outdoor, lighted basketball and tennis courts) for campus residents.

Admissions, counseling, placement and health services are being delivered at a satisfactory or better level at Bowie State. It is unlikely, however, that these services can develop programmatically at current funding levels. Professionals providing them expressed strong desires to move on developmentally.

MORGAN STATE UNIVERSITY, UNIVERSITY OF MARYLAND - EASTERN SHORE, UNIVERSITY OF MARYLAND - BALTIMORE COUNTY

Comparative comment in this section is especially difficult in that the universities in this cluster have very different personalities. Morgan State draws its image from its long association with black tradition, UMES brings to mind agricultural and technical interests and UMBC, the criterion school, reflects the characteristics of an emerging institution. In terms of 1980 FTES, Morgan State (4,671) and UMBC (4,887) are markedly different than UMES (972) and, ultimately, all three have different purposes. The rural location of UMES, in contrast with the suburban settings of UMBC and Morgan State, is another differentiating feature of importance in this study. These differences are cited as cautions because the three institutions are not alike and, therefore, are not strictly comparable. Differences in student characteristics, campus locations and institutional purposes necessarily influence the emphasis or lack of emphasis of services provided students by different universities.

UNIVERSITY OF MARYLAND - BALTIMORE COUNTY

The University of Maryland - Baltimore County, being young and unencumbered by tradition, can be more innovative and experimental than most long-established institutions. Its faculty and staff are progressive and are actively involved in building a dynamic campus. The division of Student Affairs is the epitome of its larger unity. Its staff is almost complete, and programming is emerging. The Student Center, the keystone facility in a student services program, is under construction and scheduled to open in January, 1983. Until it becomes functional, student activities are likely to be minimal as an element of the student affairs program.

Offices that offer services that are not keyed to the Center have launched into program building. Housing, Health, and Career Development and Placement offices, despite limited operating funds, have developed exceptional programs that could well serve as models for schools with characteristics similar to those of UMBC. Unusual staff creativity and professional expertise must be recognized in such accomplishment. All other offices which perform personnel functions appear to be operating effectively. They offer a diversity of counseling, developmental, orientation and special programs for regular, disabled, minority, international and commuting students. Table C reports student services staff and expenditure data. The FTE dollar expenditure ($366) for student services at UMBC is lowest for schools in this comparative cluster.

A most pressing specific student services need appears to be for more computer support in offices that generate basic student census data and/or administer programs involving the expenditure of Federal funds. The Financial Aid Office, especially, could enhance its delivery and tracking processes through the use of one of the new computer financial packages. A weakness of the majority of student services at UMBC is their restricted availability to evening students. Extension of present hours for the delivery of student services is suggested through part-time staff additions and extra program funding and not through "stretching" of existing personnel.

A notable strength of the Student Affairs division is its professionally qualified staff. A significant relationship can be found between the work history and/or academic preparation of every key specialist and the personnel tasks he/she performs.

MORGAN STATE UNIVERSITY

The student services program at Morgan State provides the basic student personnel functions that student affairs practitioners feel should be performed at a university. As is reported in Table A, the responsibility for performance of these functions is assigned between student and academic affairs administrative divisions. In such arrangement, specialists in different divisions implementing interrelated services often become isolated from one onother because of the conflict of academic and student affairs multipurposes and divided loyalties. To obviate such occurrence, relocating registrations and counseling to the student affairs area is suggested. This would place office constellations which should share student data regularly, admissions, registrations, financial aid and counseling, student health, career development and placement under the same vice president.

Five key student services positions are open or occupied by "acting" personnel. It is important to program development and consistency that these positions be filled on a permanent basis at an early time. In-service and professional development activities should follow with new and present student affairs staff to promote common understanding and cooperative efforts regarding the development and enhancement of student services along lines of the emerging student development philosophy of student affairs work in America's postsecondary institutions.

The delivery of services by Admissions, Registration, Financial Aid and Housing offices involves the generating, recording and storing of much data. Each relies heavily on manual processes. A computer system should be among Morgan State's highest priority acquisitions. In addition, Admissions and Financial Aid offices need microfilm storage capability to diminish acute information storage and office space problems. Given such capability, Admissions will need more functional partitioning of its current facility to allow for privacy in conversations between office personnel and student applicants for admission. In today's very competitive market for black students, Morgan State must become more prominent. The recruiting of students by admission's personnel is hampered by the unavailability of catalogs and promotional booklets for distribution.* This problem appears to stem essentially, from insufficient budget for such publications. A special allocation of funds should be made to the University for promotional materials. It is likely, too, that aggressive recruitment of white students will be necessary by Morgan State in the future to meet its enrollment projections. A white person will be needed for such recruitment.

Health and Housing offices are operating with serious deficiencies. Regarding the former, staffing is inadequate and the nurse's facility is in dire need of renovation. A nurse practitioner or physician's assistant should be added to improve medical coverage. With regard to residence halls, facilities, for the most part, are old and not in good condition. Baldwin Hall, as a student residence may be beyond enhancement justification. Housing program expectations could be raised significantly if plant related problems were reduced and staff attention diverted accordingly.

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* Morgan State University has now published a catalog.

The Counseling Center and Career Development and Placement office deliver important services to large numbers of Morgan State students. To enhance the scope and quality of such services, each unit must have additional program funds and the latter a staff assistant to function largely as a job developer.

The University Center operation is particularly respectable, despite a staffing shortage. It reflects good communication between management and student activities program offices. More student presence and activity were observed in the University Center at Morgan State than was seen at any of the five other Centers visited in this study. Even so, an additional professional position is needed to permit expansion of the Center's evening hours and to provide program assistance to student organizations. Students need help with cocurricular activities, despite their proclamations about autonomy. With such help, chances will increase that the yearbook will be published on time, the biweekly campus paper will come out as scheduled and the Student Handbook (1979) will be updated. These projects are of vital importance to good campus communication and cannot be left for students to accomplish minus professional support.

UNIVERSITY OF MARYLAND - EASTERN SHORE

The student services expenditure per FTE student ($919 in FY 1980; Table C) at UMES is much higher than that for student services at Morgan State and UMBC to suggest over staffing and/or programming. Such was not found. Student services are typical of UMES (Table A) and, for the most part, are being delivered by a staff of comparable size, proportionally, to that of the criterion institution. The high expenditure would appear to be a result of calculation anamolies (i.e.--carrying partial salaries for auxiliary services staff in student services accounts).

Although the delivery of student services, in general, at UMES appears to be satisfactory or better, several enhancement recommendations are offered. Specialists in at least three service areas, admissions, registrations, and financial aid, felt that they could improve the efficiency of their operations significantly through computer support. Accordingly, institutional effort to acquire greater data processing capability should be increased. Due to the scope of the financial aid operation (90% of UMES students received an average of 1.7 awards and $1,589 per FTE in FY 1980 through the office; Table E) and the importance of the admissions office role in marketing UMES to new students, it is recommended that a new position, assistant director, at entry level, be assigned in each of the two areas. The job responsibilities are seen as financial counseling and recruiting, respectively. In addition, the financial aid office will need contractual accounting help to clear up the problem of high default (51% in FY 1980) in student repayment of National Direct Student Loans. The problem, apparently, reflects past billing deficiencies and not current operational shortcomings.

Cocurricular activities, especially in social and recreational areas, have considerable drawing and retention power as well as educational value. With these ends as goals, UMES should expand its student activity facilities and programming. This expansion carries added importance at UMES because of its location in a small town that is essentially void of outlets for student social and recreational activity. From an educational perspective, it would allow for greater attention to be given to the affective development of students at UMES. Specifically, the construction of a social-recreational center is suggested as an enhancement need. The center should include: bowling alley, dual ballroom and skating facility, electronic game room, billiard-ping pong room and a small rathskellar which sells beer, wine and limited fast food items. In addition to providing for certain intramural program and student free-play needs, the center would make possible the expansion of curricular offerings (bowling and skating) in physical education and, if opened to residents of Princess Anne, would serve to promote "town and gown" relationships. Space in the Student Development Center now used for vending, ballroom and billiards would be opened for relocating the financial aid and admissions services to bring them into desired proximity to each other and to other student services offices. The student activities office and the Student Government Association must generate more campus activity than is presently occurring. Although helpful, facilities themselves will not create activities. An example is the infrequent

Table E

Financial Aid Data -- Total Maryland Public Universities and 4-Year Colleges

	University of Maryland-Eastern Shore			Morgan State University			University of Maryland-Baltimore County		
	ACTUAL		Average Annual Rate of Change	ACTUAL		Average Annual Rate of Change	ACTUAL		Average Annual Rate of Change
	FY 1976	FY 1980		FY 1976	FY 1980		FY 1976	FY 1980	
Financial Assistance									
Number of Awards/FTE									
Basic Ed. Op. Grants	0.5	0.7	7.0	0.7	0.7	- 3.0	0.2	0.3	4.5
Suppl. Ed. Op. Grants	0.1	0.2	18.1	0.1	0.1	4.3	0.1	0.1	- 4.3
Nat. Direct Student Loans	0.0	0.3	180.6	0.1	0.1	- 2.1	0.1	0.1	- 3.9
College Work Study	0.1	0.3	21.6	0.1	0.2	2.1	0.1	0.1	7.8
Other Race Grants	0.2	0.2	- 3.1	0.0	0.0	- 2.8	0.0	0.0	-
High Ability Gr/Sch.	0.0	0.0	-	0.0	0.0	-	0.0	0.0	-
Inst. Grants/Sch.	0.0	0.0	-	0.0	0.0	-	0.2	0.1	-14.1
Other	0.4	0.0	-	0.0	0.0	-21.2	0.0	0.0	25.5
Award/FTE	1.4	1.7	5.3	1.0	1.1	- 0.6	0.7	0.8	0.4
Dollars Awarded/FTES									
Basic Ed. Op. Grants	$ 560.8	$ 899.8	12.5	$622.4	$ 743.6	4.5	$196.8	$272.0	8.4
Suppl. Ed. Op. Grants	78.9	123.6	11.9	72.4	99.4	8.2	60.4	65.0	1.9
Nat. Direct Student Loans	27.0	210.9	67.2	55.9	90.2	12.7	80.1	65.0	- 5.1
College Work Study	118.1	237.1	19.0	132.5	202.2	11.1	32.0	46.8	10.0
Other Race Grants	84.5	118.0	8.7	29.4	38.5	7.0	0.0	1.5	-
High Ability Gr/Sch.	0.0	0.0	-	0.0	9.3	-	0.0	23.1	-
Inst. Grants/Sch.	0.0	0.0	-	0.0	20.1	-	66.5	47.5	- 8.1
Other	295.5	0.0	-	2.1	0.4	-33.9	12.9	41.0	33.5
Award $/FTES	$1,164.8	$1,589.4	8.1	$914.8	$1,203.7	7.1	$448.6	$562.1	5.6

publication of a campus newspaper (one issue to date, April, this year), despite ample facilities and budget for its publication. It is suggested that student leaders, faculty and student services personnel participate in a joint series of workshops to explore ways the three constituents can collaborate in promoting viable cocurricular student experiences.

The students at UMES were congenial, courteous and thoughtful. Their residence halls were clean and orderly and their campus uncluttered. With conditions less than desirable in some areas, student complaints were minimal and their attitudes generally positive. They look to the future with hope for UMES.

CHAPTER 5

BUSINESS

The evaluation of business programs as a part of the Enhancement Study was somewhat different from the evaluation made in other disciplines. For example, there was no criterion institution against which Morgan State University was compared because the University of Maryland - Baltimore County does not offer instruction in business. Further, the vagaries of the consultant's schedule did not permit him to visit Bowie State College or the University of Maryland - Eastern Shore campus. Finally, only one consultant was engaged; the second consultant was unable to follow through with his commitment to serve.

TOWSON STATE UNIVERSITY

Towson State University is a growing university with primary emphasis toward liberal arts, the sciences, and teacher education. The university has an enrollment of over 10,500 full-time equivalent students with over 30% of these students enrolled in programs in Accounting, Business Administration, and Economics. The accounting program is an academic discipline within the Business Administration Department.

The Departments of Business Administration and Economics are a part of the Division of Humanistic, Social and Managerial Studies. Discussions are underway that will lead to the combination of the Accounting, Business Administration, and Economics Departments into a separate School of Business. This development is necessary for further program development.

Physical Plant

The Dean's Office is located in a relatively modern and impressive looking air-conditioned building. However, the Department Chairpersons and faculty are located in two different buildings some distance away. While the buildings appear to be generally well-maintained, many interior repairs

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Consultant: Dr. Quiester Craig, Dean, School of Business & Economics,
North Carolina Agricultural & Technical State University,
Greensboro, North Carolina.

are needed. The absence of air-conditioning in most of the instructional areas results in much discomfort especially on the top floors and in the cluttered and well utilized faculty offices.

Plans for the renovation of Stephens Hall are underway, and the University proposes to house the entire School of Business in that building.

Budget

The University appears to be giving growing recognition to the emerging importance of the business and economics programs in the University structure. However, the use of an excessive number of part-time faculty members obviously reduces the pressure on budgeted resources.

The budget is allocated to departments by object. The Dean has the privilege of making budget adjustments and reallocations based on assessment of departmental operating needs and characteristics.

Faculty

There are 32 full-time and over 100 part-time faculty members employed in the Department of Business and the Department of Economics. Because the part-time pay rate is not competitive, many must be teaching out of a sense of dedication and satisfaction. No black professionals have been attracted to the faculty.

It can be readily understood that budgeted resources for faculty can be stretched much further with a comparatively inexpensive faculty of part-time personnel. However, concern must be expressed about the dilution in instructional quality when the instructional process is secondary to so many faculty members. It should also be noted that the percentage of student credit hours taught by part-timers far exceeds the acceptable norm for schools seeking national accreditation of business programs.

A recent report confirms that the faculty in Business and Management enjoyed the highest average salary ($30,044) among the disciplines in 1981. The University average was $25,714.

However, there are only eleven doctorates included in the full-time faculty. The chairperson of the largest department, Business Administration, does not hold the doctorate, and the dean of the division holds academic qualifications in English. The present stage of development of the business related programs and the relatively inflexible salary range for each rank as established by Board of Trustees of State Universities and Colleges reduce the probability of improvement in the immediate future. The realization of the expressed goal of national accreditation in ten years is unlikely.

Library

Library resources for the programs in the Departments of Business Administration and Economics are growing and the availability of literature listing periodicals and books by field is very impressive. Of course, the maximum utilization of these fine resources is questionable due to the excessive use of part-time faculty.

Curricula

The curricula are broad and diverse and therefore offer many options to students. However, the credibility of the offerings would be enhanced by an increase in the size and quality of the faculty and the implementation of proposed changes in the organization structure for the academic departments offering Accounting, Business Administration, and Economics courses.

It was also noted that none of the programs include sufficient coverage of the Common Body of Knowledge (CBK) for business programs. Appropriate revisions in the curricula should be made at the earliest membership in the American Assembly of Collegiate Schools of Business (AACSB).

SUMMARY

The programs in the Departments of Business Administration and Economics at Towson have the potential for further development and growth. A major factor for the pace of further development is the implementation of the proposed organizational changes.

The average salary of the faculty in these areas is highest among the academic disciplines. However, the excessive use of part-time faculty and the small number of faculty members holding the doctorate will probably be constraints to accelerated program development and productivity.

In addition to the improvement in the size and quality of the faculty, many curricula revisions are necessary if the University is serious about national accreditation of its business programs. Membership in the American Assembly of Collegiate Schools of Business would be a definite asset.

COPPIN STATE COLLEGE

Instruction in business at Coppin is offered by the Department of Management Science which is included in the Division of Arts and Sciences.

The emphasis of the curriculum and the name of the Department of Management Science have been established to reduce the incidence and appearance of duplication of programs in other institutions. The Management Science Department has been in existence for only two years and approximately 150 full-time equivalent students are enrolled. Because of the size and present stage of development of the department, no immediate plans exist for the separation of the department from the Division of Arts and Sciences.

The limitations of the size and quality of the faculty have necessitated the development of only a general business program. The department expects to be further constrained by the College's emphasis on balancing the budget. A primary loss will be funds for part-time faculty.

Physical Plant and Equipment

The Department of Management Science is located in the Jacobs Classroom Building. The faculty and staff in the department are accessible to each other and the students. They appear to be generally pleased with the building structure.

Budget cutting activities have almost eliminated funds for needed teaching and office equipment. Funds have not been allocated and/or do not appear to be available even for the most necessary office equipment for correspondence, tests, or instructional hand-outs. For instance, it was expressed that the chances of getting funds approved for needed repairs on an office typewriter would be very small and the use of personal equipment by faculty members would probably be necessary. Recent equipment acquired by the department resulted from donations from firms in the College Cluster or from private grants. A continuing and urgent need exists for terminals and computers to augment the instructional process.

Budget

The commitment of the college to balance the budget has restricted operations and reduced the pace of development and productivity of the Department of Management Science. While the impact of this budget decision is real, faculty members believe that additional consideration should be given to the reallocation of resources from areas of decreasing demand to the Department of Management Science.

Faculty

Only three full-time faculty members are assigned to the Department. Additional class coverage in the past has resulted from the use of research personnel in the Department of Education and several part-time faculty members. Approximately ten classes per semester have been covered by faculty personnel from these sources. Because of impending budget cuts, many doubts exist about the availability of funds for the continued employment of part-time personnel for the 1981 academic year. Therefore, extreme concern must be expressed about the ability of the department to staff its courses for the upcoming term.

The teaching load for the chairperson and full-time faculty is nine hours and twelve hours, respectively. Class sizes are unusually large, and it is not uncommon for a faculty member to have four preparations. Only the chairperson of the department holds the doctorate.

The average faculty salary for business instructors is $22,342. The average faculty salary for other instructors in the College is $22,189. Both of these figures are significantly lower than salary averages quoted for other institutions recently reviewed.

Travel

No funds were allocated for faculty travel. As a result, faculty members have not been active in professional organizations nor have they been encouraged to attend professional meetings for enhancement and development purposes.

Library

Until recently, funds for the acquisition of library resources were diverted to other uses in order to balance the budget. It was further noted that the library was closed early during the summer session. It was later opened to observe a two-to-three day a week schedule.

Curriculum

The curriculum includes courses covering many of the functional areas expected of students majoring in business. However, the curriculum falls far short in its coverage of other generally accepted Common Body of Knowledge (CBK) for business programs. Immediate improvement or revisions are unlikely unless the size and quality of faculty resources, teaching and office equipment, and the operational budget assigned to the Department are dramatically increased.

MORGAN STATE UNIVERSITY

The Department of Business Administration of Morgan State University was approved for upgrading to a School of Business and Management in 1975 and became effective in 1977. Over 1,000 students are majoring in programs in the Departments of Accounting and Finance, Business Administration, Business Education, and Economics. The Department of Business Administration enrolls more than 60% of these students and its dire and urgent need for additional faculty and staff and other operational resources is characteristic of the other departments in the School of Business and Management. An early assessment is offered that appropriate actions have not been taken to reallocate university resources consistent with student and program demands on campus.

Physical Plant and Equipment

One is immediately impressed with the McMechen Building, a modern structure that houses most of the instructional and program activities of the School of Business and Management. However, this assessment is quickly diluted when it is determined that the bookstore, the central duplicating department, the post office, and a computer center are also included in this building. As a result, the space allocated to the faculty and staff of the School of Business and Management is unquestionably inadequate and several faculty members and a program laboratory are housed in another building. It was not unusual to find four faculty members in an office; an occurrence which reduced office privacy for student conferences and faculty productivity. Faculty members often had to share bookcases and files due to space and budgetary constraints.

Teaching Equipment

The four departments do not have separate budgets for teaching and educational equipment. Various equipment items are procured through the university and must be checked out on a first-come first-served basis. Many faculty members expressed concern and disdain for this practice and cited the reduction in teaching effectiveness as a primary result.

Administrative Office Space and Equipment

Office space and equipment are inadequate for the operational level of Morgan's business programs. For instance, in the Department of Economics the secretary shares the office with the department chairperson. A manual typewriter is used for correspondence, and no departmental stationery exists.

Budget

The budget of the School of Business and Management obviously does not consider the level of student enrollment and minimum needs for operational activities. Funds that are allocated to the School are retained under the control of the dean's office and faculty and staff persons from the various departments must present requisitions to the dean for paper, supplies, etc. Concern must be expressed because of the absence of administrative involvement and control of the department chairpersons over the use of funds for the maximization of departmental activities.

Travel

Approximately $1,000 in travel funds is allocated to the school for 36 faculty members. As a result, travel by faculty members is almost nonexistent since travel requests must be made to the dean who must also travel from these funds. Faculty members are not able to interact with colleagues from other universities, firms, or engage in other development activities because of the limitation of funds.

Faculty

Only 36 faculty positions are allocated to the four departments for administrative and instructional activities. The largest deficit appears to be in the Department of Business Administration where only 13 full-time faculty members are available for the large enrollment involved. The number of faculty members holding the earned and appropriate doctorate is far below acceptable and recognizable standards and the freezing of positions and noncompetitive salary structure offer little hope for immediate improvement.

As a result of the limited size of the faculty, teaching effectiveness and the level of student preparation have obviously been impaired. The tendency toward increased class sizes and for faculty members to teach additional courses for pay are inconsistent with recognizable standards of quality.

The teaching load for full-time faculty members is twelve credit hours with usually three preparations. However, it is not uncommon for a faculty member to have four preparations especially if an overload is involved. The teaching load for chairpersons is nine hours which is also uncommon in competitive situations.

Curricula

The curricula of the programs in the various departments appear to be in an evolutionary stage. Comparisons of the recent university bulletin with previous bulletins confirm that many changes have been made but that additional revisions are necessary for program effectiveness and recognition. For instance, many faculty members expressed the commitment and objective of moving toward national accreditation of the business programs by the American Assembly of Collegiate Schools of Business (AACSB) but curriculum deficiencies exist in all programs in spite of the goal of accreditation by AACSB.

Special reference is made to the inadequate coverage of the common body of knowledge expected of all business programs by the AACSB. A part of the problem appears to be associated with the desire and temptation to offer courses and programs beyond the capacity of the size and quality of the faculty.

SUMMARY

University funding for the operations of the School of Business and Management is totally inadequate. While university enrollment has decreased over the last five years, there has been an increase in the enrollment in most of the programs in the School of Business and Management. However, there has not been a recognizable increase in the number of faculty members or the operational budget assigned to the School.

The School of Business and Management is fortunate to have many dedicated and conscientious faculty members determined to promote program development and productivity in spite of extremely limited resources. Faculty loads are excessive and salaries are not competitive. The status of the faculty is suggested by the observation that with the highest Full Time Equivalent Students (FTES) of 913 in 1980, the average salary of the faculty was twelfth among the disciplines.

Among other things, this ranking of faculty salaries would be improved by an increase in the number of doctorates. Only one-third of the active faculty of 36 hold the doctorate which is far below the level required for national accreditation. The noncompetitiveness of the salary structure, especially for business related faculty, the inflexible teaching load, and the freeze on filling vacant positions provide little hope for improvement. For instance, the university has been unable to attract a qualified dean for a year and at least two chairpersons positions are vacant.

Additional space is immediately necessary to promote program efficiencies in the School. It would be desirable if certain space reallocations could take place that would promote the location of all School activities in the main building, provide additional classroom space, provide space for special purpose laboratories, and additional office space.

The School has not been able to attract state or external funds for scholarship purposes. As a result, many high potential students are lost to other schools where such funds are available.

The enhancement of the School of Business and Management should be a priority objective of Morgan State University. The President of the University has expressed a strong commitment to the enhancement of the School of Business and Management.

Additional funds are needed from the state but appropriate internal reallocations must also be made by the university administration in keeping with the size and operational needs of the various programs in the School. Most importantly, the university must attract a qualified and experienced dean to provide the type of leadership necessary to spearhead the return to prominence of all of the programs in the School of Business and Management at Morgan State University.

CHAPTER 6

TEACHER EDUCATION

TOWSON STATE UNIVERSITY, BOWIE STATE COLLEGE, AND COPPIN STATE COLLEGE

Towson State University, the criterion institution against which Bowie and Coppin State Colleges were compared, offers a comprehensive program of teacher training which includes a systematic, continuous, and extended approach to assure quality in initial programs of preparation and continuing conditions of service for professional personnel. For the most part, Towson University has faculty and resources to maintain a quality program with little hope of growth except in two possible areas, that of Special Education and Early Childhood Education.

Coppin State College and Bowie State College offer many of the same programs as does Towson State University. Cooperative programs among and between institutions in the State have allowed Coppin and Bowie State Colleges to expand program offerings which might not be available were it not for the cooperative arrangements.

Towson State University's physical plant is reasonably new and well equipped to meet programmatic needs. On the other hand, the facilities for teacher education at Bowie and Coppin State Colleges are not as elaborate or well equipped. Particularly deficient is Bowie State whose teacher education faculty is housed in one building and teaches in other buildings.

Overall budgetary constraints have reduced and, in some instances, eliminated elements which have had drastic effects on programs at the institutions in question. At Towson State University, the planned closing of the Lida Lee Tall Learning Resources Center will remove a site for practicum experiences for pre-service K-3 teachers. To satisfy the

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Consultants: Dr. Ila C. Martin, Dean, School of Education, Virginia State University, Petersburg, Virginia.

Dr. Betty Schantz, Professor of Education, Temple University, Philadelphia, Pennsylvania.

requirement for practicum experiences, another site must be located. The new arrangement will probably require added travel expenses at a time when limited resources at all three institutions have resulted in curtailment of supervision of student teachers and graduate students on internships.

Limited resources affect the ability of Bowie and Coppin State Colleges to offer quality teacher education programs on a parity with those at Towson State University. While Towson University may not have all of the equipment it would prefer to operate science education programs, Bowie and Coppin have inadequate equipment for science education. If institutions such as Bowie and Coppin are expected to offer quality programs which will in turn produce quality graduates, then these institutions must be funded at a level that will assure effective programs. If the decision is made not to fund teacher education programs at an adequate level, then those programs without adequate resources should be discontinued.

TOWSON STATE UNIVERSITY

Quality of Teacher Education Programs

At Towson State University a teacher education student may obtain certification to teach by pursuing programs which have approval from the State Department of Education, or by submitting courses for a credit count by the State Department of Education. Teacher education programs at Towson are also accredited by the National Council for Accreditation in Teacher Education.

Towson offers an undergraduate degree in elementary education, early childhood education, art, English education, foreign language education, health education, mathematics, music, physical education, science education, social science education, library media, speech, history, and geography. Business education is offered in cooperation with Morgan State University. Most of these programs require early field experiences, and the methods courses are taught at the student teaching sites in the public schools. Where appropriate, arrangements are made with community agencies to provide practicum and field experiences for various programs.

At the master's level, Towson offers degrees in early childhood education, elementary education, instructional technology, reading, school psychology, and speech pathology.

Number and Quality of Faculty

The Division of Education has 58 full-time faculty; 47 are in departments which teach university students and 11 are faculty at the Lida Lee Tall Learning Resources Center, which is a unit of the Education Division. Of the 47 who teach university students, 68% hold doctorates.

The education faculty of Towson emphasizes excellence in teaching and has a strong background of public school teaching experience. Scholarly backgrounds in subject matter field of preparation, and experiences in administrative and supervisory roles have resulted in a high-caliber corps of professionals. Continued faculty growth is evidenced by participation in in-service workshops, field trips to innovative schools, and attendance at professional meetings and conferences, although in recent years university funds for this purpose have been severely limited.

The faculty is distributed across the academic ranks and the average teaching load is 12 hours.

Quality of Support Staff

One secretary supports the work of 10-13 faculty members. Student assistance is available and telephone service and duplicating services are adequate.

Quality of Student Majors

Teacher education students are required to achieve a grade point average of 2.5 (on a four point scale) for admission to the professional sequence. Prospective students must successfully complete English and mathematics sequences as well as the Nelson-Denny Test of Reading prior to admission.

Quality of Physical Facilities

The students and faculty of the Division of Teacher Education programs are housed in Hawkins Hall, a new facility conceived and developed specifically for teacher education programs. Hawkins Hall provides office space for individual faculty members, classroom space with the capability of closed-circuit television reception, rooms for testing, space for seminars and for large group conference meetings. The building maintains a disbursing center for certain types of audio-visual equipment, an Idea Exchange containing self-instructional materials, and an educational technology laboratory.

The faculty and students in the teacher education programs utilize other resources of the campus. These include Stephens Hall, the library, the college media center, the science laboratories of the Smith Hall complex, the Lida Lee Tall Learning Resources Center, the Fine Arts Building, the University Union, Burdick Hall Gymnasium and the new Towson Sports Center. The teacher education preparation programs developed in other non-Education Departments are also housed in these buildings.

Adequacy of Funding

With declining enrollments, the Division of Education at Towson has lost faculty positions; faculty lines not filled have been reassigned to other departments. Departments such as Elementary Education, Early Childhood Education, and Secondary Education received less than $500 for travel. Some components such as Elementary Education and the Demonstration Child Care Center received no allocations for new equipment.

BOWIE STATE COLLEGE

The Education Department of Bowie State College was begun in 1935 and, because of the normal school heritage of the institution, was a major department of the College.

Number and Quality of Teacher Education Programs

The prospective teacher who completes a teacher education program at Bowie State College can be certified by pursuing an approved program or by the credit count route. All undergraduate teacher education programs are approved by the Maryland State Department of Education and accredited the National Council for the Accreditation of Teacher Education.

Bowie's undergraduate degree programs are in elementary education, early childhood - special education, mathematics, science, English, history, physical education, music and fine arts.

The program in elementary education is developed around interdisciplinary modules designed to broaden employment possibilities. A combination early childhood/special education program is available to students. Most programs require early field experiences, and in the early childhood education program, these experiences begin in the freshman year.

Graduate level work in education is offered in guidance and counseling, curriculum, early childhood, elementary administration/supervision, elementary education, reading, secondary administration/supervision, secondary education, and special education.

Number and Quality of Faculty

The Department of Education has a faculty of 11 persons of whom 5 or 45% hold the doctorate. The participation of the faculty in research activities is limited, and funds for professional travel and conference participation were curtailed during FY 81 because of institutional budget problems. The normal teaching load is 12 hours.

Quality of Support Staff

One secretary supports the work of 10 faculty members. Work-study students are available on a limited basis. Budgetary constraints have reduced telephone service, but duplicating services are available and adequate.

Quality of Student Majors

A grade point average of 2.5 (on a 4.0 scale) is required for admission to professional programs. At the exit point, students must pass an English proficiency examination and the National Teachers Examination prior to graduation. Various departmental examinations are also used for screening students prior to admission and at the end of the program.

Quality of Physical Facilities

The Department of Education does not have its own facility. Faculty members must carry materials and equipment to and from classes in different buildings.

Adequacy of Funding

The severe budget problems of the institution have resulted in the curtailment of resources to order supplies, purchase new equipment, or repair existing equipment. The faculty also reported that inadequate allocations for supervisory travel have curtailed the number of trips to observe and evaluate students in field assignments. Some departments received no allocations for new or replacement equipment.

COPPIN STATE COLLEGE

Like Towson and Bowie, Coppin State College began as a normal school, progressed to a state teachers' college, and finally became a multi-purpose state college. Within this context of development, teacher education is the oldest department in the college. As an institution that has evolved from a normal school, Coppin State College has trained most of the elementary teachers who are employed in the Baltimore City Public Schools.

Quality of Teacher Education Programs

The Division of Education at Coppin offers undergraduate majors in adopted physical education, adult education, applied psychology, early childhood education, elementary education, industrial arts education, and special education. Dual certification may be obtained in special education/elementary education and secondary education/special education. In the state, Coppin is regarded as the premier school for the preparation of teachers for special education classes. Coppin's graduates from this field are in demand.

The secondary programs which lead to certification are biology, chemistry, English, general science, history, mathematics, and social sciences.

All teacher education programs at Coppin have approval from the State Department of Education and accreditation from the National Council for Accreditation of Teacher Education.

Master's level work in teacher education is offered in the areas of adult and continuing education, special education, rehabilitation counseling, and correctional education.

In keeping with its in-town location, the Coppin teacher education program requires all education students to take a course in urban education. Further, because of its strength in special education, concepts of mainstreaming are introduced in all education courses.

Quality of Student Majors

Prior to admission to teacher education programs, a student must pass several entrance requirements. For entrance into elementary education, a student must achieve a 2.0 average. Majors in secondary education must also achieve a 2.0 cumulative average. English proficiency and reading competency must be achieved. Students must achieve a score of 11.2 on the Nelson-Denny Reading examination by the end of the third semester of residence.

There are also exit criteria. All student must pass an English proficiency exam. Graduating seniors must sit for either the Graduate Record Examination or the National Teacher Education Examination.

Number and Quality of Faculty

The Education faculty at Coppin is composed of 48 faculty members (full- and part-time). Doctorates are held by 19 or 38% of the total faculty.

Coppin has participated in the Title III program for developing institutions, and several education faculty have pursued doctoral studies by virtue of grants under this program. A faculty study leave Committee functions to select the faculty who will be nominated to benefit from advanced study in the form of sabbaticals or other types of leave.

Quality of Support Staff

One secretary is assigned to six faculty members. Work-study students are available. Some faculty reported a need for better custodial service and tighter security arrangements for the safe-keeping of equipment.

Quality of Physical Facilities

Most of the instruction in teacher education is offered in the Grace Hill Jacobs Classroom Building, a new structure, which is a general purpose facility. This high-rise building contains offices, classrooms, and laboratory space for teacher education and other disciplines as well. However, Industrial Arts Education is located in the Murphy Research Center, and Adapted Physical Education is offered in the Pullen Gymnasium. The gymnasium is too small to accommodate physical education majors and adapted physical education does not have appropriate facilities or adequate equipment.

Adequacy of Funding

With the exception of salaries and wages, the amounts appropriated in FY 81 for teacher education programs at Coppin are significantly smaller than appropriations in the previous year. For example in FY 80 the secondary education area had $481 available in travel funds for 6 persons. In FY 81 only $65 was appropriated for travel. In FY 80 this same area had $212 available for additional equipment; nothing was appropriated in FY 81 for additional equipment. Reductions of this order are reflected in the budgets of other teacher education areas.

These budget stringencies throughout the Division resulted in inadequate supervision of field and practicum sites and little or no money for the purchase of teaching materials such as films, cassettes, and tapes.

UNIVERSITY OF MARYLAND - BALTIMORE COUNTY
MORGAN STATE UNIVERSITY
UNIVERSITY OF MARYLAND - EASTERN SHORE

The University of Maryland, Baltimore County, was the criterion institution against which Morgan State University and the University of Maryland, Eastern Shore were compared.

UNIVERSITY OF MARYLAND - BALTIMORE COUNTY (UMBC)

Quality of Teacher Education Program

The Department of Education at UMBC is unique among Maryland public institutions in that it does not offer an education degree. The degree is offered in the content area. This arrangement reflects the departmental belief that teachers need a strong foundation in a basic academic discipline. Graduates of UMBC teacher education programs meet certification requirements by taking additional hours above the requirements for academic majors.

All students in the elementary and secondary programs take a common core of courses which consist of history and philosophy of education, curriculum principles and evaluation, educational psychology, educational communications, and field experience. Admission to teacher education occurs at the end of the sophomore year and/or upon the completion of the core courses.

UMBC prepares undergraduates in elementary education, early childhood education, English, foreign languages, mathematics, science education and social studies education. A master of arts degree is offered in instructional systems development. These programs are approved by the State Department of Education.

The institution utilizes the teacher center concept by placing a number of students at one site for the student teaching experience. Three faculty members supervise all student teachers regardless of subject areas.

Number and Quality of Faculty

In keeping with the research mission of the entire institution, the teacher education faculty is heavily research oriented. The Education faculty publishes and writes extensively. The Department of Education has been quite successful in receiving research grants. The Center for Institutional Research and Development plays a major role in providing information and grant writing expertise to the faculty.

The education faculty at UMBC is composed of 20 persons of whom 60% hold the doctorate. The normal teaching load consists of nine (9) hours.

Quality of Support Staff and Services

One secretary provides service for seven or eight faculty members. Adequate duplicating services are available and departmental offices can obtain student workers through the College Work-Study Program or from the line item "Labor and Assistants" in the budget.

Quality of Student Majors

A 2.0 grade point average on a 4.0 scale is required for admission to upper division teacher education programs. Before commencing student teaching, the student must achieve a 2.20 grade point average. In addition, applicants must successfully complete one field experience course, be physically and emotionally capable of functioning as a teacher, and be free from serious speech and hearing handicaps.

Physical Facilities

Teacher education programs at UMBC are partially housed in a new building not yet fully equipped or totally ready for occupancy. Although the building has been completed, funds have not been allocated to buy furniture and equipment to make some of the rooms and laboratories functional. The early childhood laboratory, for example, is not fully equipped.

Adequacy of Funding

The budget for teacher education programs at UMBC in FY 81 showed no funds available for travel for the Education Department and no funds for the purchase of new equipment or for needed replacements of equipment. The staff feels that the present budget allocations is inadequate for programmatic needs.

MORGAN STATE UNIVERSITY

Among the three institutions being compared - Morgan State University, University of Maryland - Baltimore County, and University of Maryland - Eastern Shore, Morgan is unique because it is the only institution which offers the doctorate in education and the only institution which has a separate school of education.

Number and Quality of Teacher Education Programs

The School of Education offers undergraduate degrees with the majors in elementary education, art, biology, business education, earth science, English education, French, general science, health education, home economics, mathematics education, music education, physical education, physics, Spanish and social studies.

Master of Science degrees are offered in business education, elementary and middle school education, physical education, music education, science education, administration and supervision, reading, urban education and recreation, and a new degree, Doctor of Education in urban educational leadership was authorized in 1979.

All of the Morgan teacher education programs are approved by the State Department of Education and accredited by the National Council for Accreditation in Teacher Education. Cooperative arrangements make it possible for Morgan students to enroll in the graduate reading program at Towson and to use Towson's Learning Resources Center as one of the observation sites. At the undergraduate level, a cooperative arrangement with Coppin State College make a program concentration in special education available to Morgan students.

All courses in the professional sequence require a field experience. Elementary education majors have two student teaching experiences; one in Baltimore City Schools and one in the Baltimore County Schools. Secondary education majors have a single experience in either the city or county schools.

Number and Quality of Faculty

The Morgan education faculty is distributed across all ranks. The core professional faculty, including physical education and science education, numbers 55. Approximately, 85% of the core professional faculty hold terminal degrees. The average teaching load is nine hours, since most faculty teach graduate and undergraduate courses.

The faculty is involved in some research and publication. While funds for travel have been limited, the faculty have attended professional meetings, and some have supported professional travel by their personal means.

Some staffing problems have plagued the Morgan education programs, particularly in the science education curriculum where the faculty has a major responsibility for teaching remedial courses in mathematics. In the new doctoral program, an additional full-time faculty person is needed; however, for the present, the needs of the program are being served by part-time faculty from outside and from other sections of the University. In the Department of Home Economics, a large number of faculty are on "soft" money.

Quality of Support Staff

The ratio of faculty to clerical staff is approximately 10:1. Undergraduate work-study students are available, and graduate assistants are available in all departments.

Quality of Students

In order to be admitted to teacher education, prospective applicants must pass basic English courses with a minimum grade of "C", have a 2.5 cumulative average, have completed "Introduction to Teaching," and give evidence of satisfactory health status. A grade point average of 2.3 (on a 4.0 scale) is required for admission to student teaching.

Admission to Graduate School requires an undergraduate quality point average of 2.5 or better; some departments have additional requirements. Admission to the doctoral program has a series of requirements including the Millers Analogies Test and Graduate Record Examinations.

The National Teacher Examination is required for elementary education students prior to graduation, but graduation is not contingent on passing the exam. Secondary education majors are required to take a department examination at the end of their professional study.

Physical Facilities and Equipment

The physical facilities available for teacher education instruction are generally adequate. However, renovation of the facilities for physical education is necessary to equalize these facilities for women.

Science education equipment is largely antiquated, in need of repair, or totally absent. Additional equipment is needed in physical education for the human growth laboratory.

Adequacy of Funding

Because of institutional budget problems, funds available for teacher education have been affected. The budget for the School of Education has not increased in the past three years. The Science Education and Physical Education Departments have been restricted in the purchase of additional equipment.

Reimbursements of faculty for travel were delayed until the end of the year. Funds for supplies and materials were limited.

UNIVERSITY OF MARYLAND - EASTERN SHORE (UMES)

Quality and Number of Teacher Education Programs

Teacher education programs are offered for elementary and secondary school teaching as well as for elementary/special education. The Elementary education program is offered in cooperation with Salisbury State College. Programs for secondary education majors are offered in the following areas: agricultural education, art education, biological science, business education, chemistry, English, human ecology, industrial arts education, mathematics, music education, physical education and social science. The program in elementary/special education places an emphasis on specific learning disabilities.

The Department of Education also offers a master's level program in guidance and counseling. There is also a cooperative graduate program in agricultural extension education with the College Park campus.

Number and Quality of Faculty

The education faculty (including industrial arts and physical education) of UMES consists of nineteen persons, seven of whom or 37% hold the doctorate. Ranks among the education faculty range from assistant professors to full professors. The normal teaching load is 12 semester hours.

UMES provides a variety of professional development activities through a federally funded project that is known as "Center for the Improvement of Instruction and Administration" and Post-Semester workshops sponsored by the Office of the Vice Chancellor for Academic Affairs. In addition, it provides for opportunities for non-doctoral faculty to pursue the terminal degree and provides sabbatical leave consistent with the needs and resources of the institution.

Quality of Support Staff and Services

The ratio of one full secretary to six faculty is adequate. Duplicating and telephone service are adequate.

Quality of Student Majors

A grade point average of 2.0 is required for admission to teacher education and the student must earn at least a "C" grade in introductory English courses.

The course entitled: "Pre-teaching Field Experience and Seminar" provides the student an opportunity to observe, under supervision, the teaching profession and to determine the extent to which they are compatible in preparation, personality, career interests and attitude with the profession. It is the point at which students determine whether or not they will pursue the teacher education program.

Teacher education courses require speech competency and all majors must pass a reading, language, and mathematics skills test. The National Teacher Examination is not required.

Physical Facilities

The Department of Education is housed in Wilson Hall, which is adequate and accommodates most of the instructional activities in education. Instruction in art education, music education, industrial arts education, and home economics are offered in other buildings.

The graduate program is guidance and counseling needs observation rooms complete with one-way vision panels.

Adequacy of Funding

Budgetary support for education is notably deficient in areas such as professional development, equipment (new and replacement), and allocations for library resources. The future and use of the Early Childhood Center is in question because of funding constraints.

CHAPTER 7

THE HUMANITIES

OVERVIEW

At the outset of this study, the consultants were faced with the problem of defining what areas would be included under the humanities rubric. Basically, the areas of art, music, dance, and theater were included. However, philosophy, literature, foreign languages, and social science, particularly history, were included for review, depending upon the campus visited. When these latter areas were included, it is so noted in the report.

TOWSON STATE UNIVERSITY

Physical Plant and Equipment

The Towson campus is situated on an attractive site, and its buildings are generally well suited to the function for which they are designed. By and large, the grounds are well kept and the buildings clean. The humanities faculties who teach in Linthicum Hall, however, did complain about the inadequacy of the facility and the problems of leaking roof and temperature control. The Fine Arts Building is a serviceable facility for art, music and theatre and is contructed in a fashion to encourage interdepartmental workshops, exhibitions, concerts and dramatic presentation.

The large theatre in the Fine Arts building is an excellent facility with ample space for scenery making and equipment for handling scene changes. The smaller studio theatre is a first-rate studio with its thrust stage and generous stage equipment. There is a difficulty with old light panel though and the studio stage does need this rather costly item.

Consultants: Jack Davis, Chairman, Department of Fine Arts,
Beaver College, Glenside, Pennsylvania.

Dr. Wiley Housewright, Dean Emeritus, School of Music,
Florida State University, Tallahassee, Florida.

The art gallery, appropriately located at the end of the foyer to performance and theatre halls, is an excellent facility. There is a part-time curator who also puts on shows in the student union. The quality of the exhibitions is very good.

There is also an excellent permanent collection of oriental art with its own curator. Both these facilities add to the stature of the art program.

The dance program is very active but Stephens Hall auditorium badly needs repair. Special-use space for use in sub-disciplines was probably adequate in 1973 when the structure was built but growth in enrollment and changes in program emphasis call for facilities renovation. Maintenance of equipment has been a continuing concern. The music department needs replacement pianos at the rate of about four per year; theatre needs replacement lighting equipment.

The quality of long-term building maintenance at Towson is below par. Trash and garbage cans were full and overflowing in several buildings. One professor reported that this condition was a result of a high-risk security problem; that night crews and others could not be authorized to enter buildings at night since security would be breached. In general, however, facilities such as gallery, studios, halls, classrooms, and offices were well-painted and seemingly well-equipped. Both buildings and grounds present an attractive picture to any potential student. There is also a sense of good design in the placement of the buildings, planting, and space for outdoor activities.

In general, because of tightness of budget, long-range building maintenance has been deferred. Almost everyone recognizes that this is going to bring trouble in the next several years.

Quality and Range of Program Offerings

The range of humanities offerings is sufficiently wide to meet the needs of arts and science or education majors as well as majors in the humanities departments. It is difficult to determine whether the rather Byzantine administrative structure at Towson has been a constructive element in the decisions to offer imaginative courses, both within departments and with others. However, there is no doubt about the dedication and general competence of the administration. They run a very tight program with an up-hill fight against inflation, and a recent mandate to put a cap on their enrollment and even decrease it which will cut their budget further.

The Council of Deans meets every week under the Vice-President for Academic Affairs. All administrators seemed to be closely in touch with their faculty, aware of budget and personnel limitations, and generally proud of the accomplishments of the faculty. Perceptions by administrators of noteworthy programs include a strong written English program, numerous interdisciplinary programs curiously lodged in the English department (Women's studies, American studies), history department participation in African studies, the teacher education program in social studies, career oriented modern languages offerings, and the diversified offerings of the evening school.

In the English department there are numerous sections for lower division courses, with only 14 upper-level courses for the major. (There are about 200 majors). The upper division program is constantly curtailed in favor of beginning courses, due to limitations on faculty. Class size in basic courses has crept from 15 to 20 and, with four courses per semester, represent an extreme load. This stringency was observable throughout the program, although the faculty seemed to be meeting the problem with energy and admirable continuation of research and participation in professional associations. There is a sense that they are using up past reserves and may not be able to maintain the quality of their teaching.

The hallmark of most departments seem to be traditional programs which reflect the hard realities of the outside world. Professional orientation is strong; professional placement is a criterion. The laudable certificates of proficiency and opportunities for directed independent study speak to the institution's ability to devise flexible programs in response to the practical demands of citizens. Certificates of proficiency are available in such diverse fields as cartography and modern languages, each devised in response to the needs of governmental agencies or other potential employers.

Master's degree programs in the humanities are available in music education and art education, and it is presumed that selected courses are open to students enrolling in the interdisciplinary Master of Arts in General Studies.

Course titles suggest that the course content emerges from the heart of the discipline and that there are few courses that do not earn their keep, so to speak, in terms of enrollment figures. The flexibility is present in a few career oriented swing courses devised in response to student needs. The range of course offerings is limited in most departments to degree or certificate requirements. Numerous sections of introductory courses are available to non-majors in theatre, music, art, geography, philosophy, modern languages, history and English.

The Towson catalog contains a fully developed statement of purpose or mission. All catalogs contain statements as to the efficacy of a strong liberal arts and science education and the necessity for career preparation. Relative strength and range of programs are suggested by the number of faculty and course offerings.

Number and Quality of Faculty

Humanities department heads view strong teaching as the prime criterion of the effectiveness of faculty members. Deans report that scholarly output is remarkably good and document their perception by citing numerous recent meritorious publications.

The usual teaching load is twelve contact hours, though formula modifications exist for laboratory, studio and private instruction modes. It appears that the institution is getting a full measure of services for the dollars it is allocated. Faculty members are productive and have affirmative attitudes toward their professions and their institution. They combine competency and optimism and emerge as self-assured, effective and confident of future of the institution, in spite of the budget stringencies of the last few years.

They report no substantial overlap with offerings of the historically black institutions, though their basic arts and science education offerings are so fundamental that it is hard to imagine a lack of essential duplication.

Student, Faculty and Professional Services

About 60% of the students at Towson are first generation college students. They appear to be serious and determined to acquire skill and technical competency required to prepare them for their careers.

About 12% of the enrollment is black. The total number of blacks is reported to be higher than that attending Bowie State College. The reported faculty ratio is 1:18, slightly above the reported state formula.

Differential funding among state institutions was raised as a question of equity by one administrative officer who reported that for each student Towson gets approximately $1,700 state funding, while UMBC gets $2,400 and UMES gets $4,000. The implication was that these allocations were not on the basis of program differences but on other, discriminatory bases. A partial explanation we received was that the lower figure for Towson was based on increased efficiency from a much larger student population. There was also an implication that by prudent and frugal management Towson had remained in a solvent position last year but was "rewarded" by having some of its funds transferred to another institution which had been improvident and in a deficit position.

As mentioned before, this very fine and admirable educational institution seems close to some serious financial trouble in the future due to deferred maintenance, a freeze on faculty in several high-need areas, and the on-going needs mentioned below.

Among the needs for additional support, the most frequently mentioned were for equipment maintenance, funds for travel to professional meetings, technical personnel support, replacement of equipment and additional faculty positions.

Because it is clear that all institutions cannot offer the full range of high quality programs, it is recommended that the SBHE review statements of mission prepared by each institution (whether criteria or historically black), then assign realistic missions to each. The SBHE formula for allocation of money must take into account differences in the cost of programs. Headcount or FTE is only one index of funding.

General

Towson has a fine reputation in the Baltimore area. Its recruitment picture is strong, in part, because hundreds of its graduates are teachers throughout Maryland. Strengths too are a number of visible and distinguished programs, a fine looking plant, a good and energetic faculty and a strong sense of purpose as an institution.

Not every program is excellent, but all seem at least good, and throughout the university one senses the belief that a student gets a sound education at Towson. That belief is well justified. It seems that it is in every interest of the state to maintain and encourage this university.

BOWIE STATE COLLEGE

Facilities and Equipment

Bowie State College has fine facilities for students and faculty in the humanities. Furthermore, the various physical facilities are located contiguously or nearby, encouraging cooperative work among both faculty and students. It is noteworthy that the facilities were used fully at the time of the consultation. The facilities are new and appear to have a good level of maintenance.

A universal problem at other state colleges is shared by Bowie, i.e., the need for continuing financial support for equipment. The music department has a pitifully small collection of motley and worn brass, woodwind and string instruments. Most should be replaced; a few should be repaired. It is apparent that no substantial original investment was made in these instruments and that many of them were acquired as army surplus. It is equally clear that little money has been allocated to their maintenance. Money should be allocated to the tuning of keyboard instruments. Highly motivated students are discouraged when they must practice and perform on sub-standard instruments. In all fairness, the electronic piano laboratory, the portable Fender-Rhodes keyboard, ten guitars and a few autoharps, bells and other instruments for elementary students are available. Needed most critically are larger instruments such as sousaphones and drums. An annual maintenance program would keep it going. There is a small listening laboratory with a modest collection of scores and records which serves minimal needs for learning by fine arts students, but which does not appear to serve the student body as a whole, due to the space allocation.

The modern language and English departments have excellent laboratory facilities. About thirty stations are in operation. Four tutorial rooms are well equipped with a variety of machines and competent tutors.

A tour of theatre facilities revealed adequate space, though some of it awkwardly designed for its intended purpose. The assessment of equipment needs at this institution must be considered too cursory to be valid except in the need for modern scene-making equipment.

The art department has the facilities and equipment for sculpture, ceramics, photography and printmaking. Printmaking needs funds for extra tools and plates. The department wishes to establish a Graphic Design program which would draw additional students and provide strong career support. If this program is approved, it will need to be adequately equipped.

The Humanities course has a strong need for slides, recordings, and films.

The College has submitted a proposal for a Title III $4.37 million grant under the Developing Institutions Program for equipment. It is presumed that the humanities faculty and students will benefit from this grant if it is funded.

Quality and Range of Programs

There is an energetic, dynamic air about the Fine and Performing Arts faculty and students that is affirmative and encouraging. In general, the humanities curricula have been devised with care. They are constituted of basic, essential courses; yet for reasons of economy there are few elective offerings.

Enrichment opportunities are frequent and varied. On campus last year was a touring company of Puccini's Madame Butterfly and concerts by Count Basie and his orchestra, the Prince Georges County Orchestra and the University of Maryland Concert Band. Free concerts at the National Gallery of Art and the Smithsonian have been attended by students who have travelled by college vans. The theatre and music tours by Bowie students serve an educational function for performers and audiences alone and should be encouraged as a part of community outreach.

The English and modern languages department gives public recognition to student achievement, by the Essay Forum and publications in The Torch and El Enfasis. Student membership is encouraged in The English Club and in at least one of four national professional associations. The generally traditional list of course listings is complemented with such programs as that in Technical and Administrative Writing and the minor program in The Third World. A syllabus to the 4903.201 Humanities course has a traditional orientation in the Fleming text, three Shakespearean plays (one of which is Othello) and a polemic on existentialism. Not so traditional but appropriate, considering the setting are Tambourines to Glory, Porgy, and

Jesus Christ, Superstar. The faculty Handbook of the English department emphasizes the importance of developing skills in reading and writing. Individual tutoring and laboratory learning programs are designed for students.

The theatre department has repeatedly demonstrated its excellence by preparing students and productions that have been awarded prizes in reputable national competitions. Local productions for this season include King Oedipus, Amen Corner, and Alladin. The children's theatre has been so successful that its revenues assist in support of other programs. The department chairperson for the Arts reports excellent community support of outreach programs. He estimates that 65% of the theatre audiences are local white citizens and that they outnumber college student attendees. The department sponsors a festival competition each year in drama, art and choral music. Performances are evaluated by critics.

The Art Department has no specific major programs, but is very active. The department has sponsored a High School Festival in Art and has given prizes as a means of recruitment and bringing the fine facilities at Bowie to the attention of the community. In another program in Communications not visited by the Humanities team there appears to be excellent TV equipment. The Art Department might consider a program which interfaces with that department.

The continuing education programs are proving useful to the population of the area, including those living in South Laurel, Jericho Park and Bowie, and especially the transient population at Ft. Meade and the National Security Agency.

The Lyceum Programs include those in the humanities and performing arts as well as such popular attractions as Dick Gregory.

The most constant need faculty expressed to support their programs was scholarships in designated areas to attract a strong core of gifted students.

Number and Quality of Faculty

The Department of Fine and Performing Arts chairperson reports the following faculty: In art 4 full-time, 2 part-time; in music 4 full-time, 2 part-time; in theatre-dance 4 full-time. Student majors reported in the respective fields are 76, 23, and 74. That these numbers could be attracted to major programs so recently added to the curriculum is a tribute to the industry, enthusiasm and competency of the faculty. The number of non-majors enrolled in music exceeds 125. Other arts enrollments are equally impressive.

The faculty has been drawn from West and Central Africa, Israel, Japan, India, the Middle East, and one Hispanic country. Forty percent of the faculty is of the white race. The chairperson believes this to be the most integrated campus of the Maryland colleges or universities.

The English chairperson reports a cosmopolitan, multi-national, multi-ethnic faculty. While it is not ingrown, there is little turnover. The English, and fine and performing arts faculty are well qualified and have a remarkable range of ability. Two-thirds of the faculty have the terminal degree. Others have strong experience and production records.

Over 50% of the faculty is tenured. The President reports a loss of six positions last year and four are projected for this year. He reports the faculty-student ratio will reach 1:24 next year. Teachers of applied music are scheduled at almost double the National Association of Schools of Music eighteen hour standard. Teachers in art have up to 24 contact hours; those in theatre often do not have released time for productions. Obviously the teaching load is very uneven under these circumstances and represents a lack of understanding about the requirements of teaching and preparation time and the necessity for research or creative work to keep an active faculty.

Travel funds are extremely limited at Bowie for attending meetings of national organizations. Because Bowie is relatively isolated and since it appears to have a good vigorous faculty, money for such purposes would enhance its program and help to keep it active.

There is a sense of purpose and activity in the humanities area which appears complemented by efforts by the administration to identify new student groups and new programs related to needs of the surrounding area. Perhaps these will be the key to Bowie's survival.

Student, Faculty and Professional Services

The quality of student preparation is diverse. Of the music majors, 90% are judged to have good background training. Auditions and theory placement examinations are required of music majors. Theatre majors' progress is reviewed not only through tryouts for productions but through annual formal procedures. It is remarkable that all graduates from the fine and performing arts last year secured gainful employment. The English faculty reports several encouraging success stories of their graduates. It appears that their highly motivated students do very well indeed. Those less well motivated need considerable remedial tutoring, a necessary but expensive exercise.

A secretary holding an MA degree in theatre serves the fine and performing arts faculty. Part-time assistants and student assistants are available for substantial support services, including ceramics and gallery.

The English department's proposed purchase for a duplication or copy machine was denied this year. This item is needed and will cost approximately $3,300.

Additional Commentary

At no other institution were the consultants in humanities given such well conceived, explicit and complete handbooks for all phases of the operation. Full information for faculty and students is given in these handbooks as well as declarations of purpose and objectives. The faculty and administrators have obviously thought through their missions and their problems. They know where they are going and how they expect to get there.

Consideration should be given to the elimination of the $50 per semester fee for students enrolled in applied music individual instruction. Many, perhaps most, National Association of Schools of Music member schools have dropped this fee because it penalizes the music student and because the cost of collecting and accounting procedures cause it to be an expense rather than income. Any cost of this phase of the program can be offset by the low instructional cost of courses in music appreciation, introduction to music or vocal and instrumental ensembles.

Bowie has fine facilities and they are in full use. Considering the differences in enrollment and faculty, Towson and Bowie compare favorably in equipment, with the exception of the paucity of band instruments at Bowie.

The humanities, especially the fine arts, have a long and respected history at Towson. They have only recently begun to develop as dynamic major programs at Bowie. The total enrollment in all fine arts fields has generated relatively few graduates in the last five years, due probably to the relatively recent approval of degree programs in these areas.

English has a good graduation record at both Bowie and Towson. The racial mix for humanities graduates shows a strong predominance of whites at Towson and blacks at Bowie. Few blacks have been awarded master's degrees at Towson in the humanities.

Because of the newness of the buildings at Bowie there was not the extreme problem of maintenance observed at Morgan, nor the up-coming problem at Towson since state support is low and deferred maintenance will soon be a problem for a fine well-run facility. We suggest that the administration of Bowie take a good look at the situation at Morgan and put into effect budgetary planning now to be sure that excellent facilities stay excellent. Even if appearances do not suggest the need for enhancement in the humanities facilities at Bowie, we recommend the establishment of a budget and plan for long range maintenance with a fund to analyze the needs for the future.

COPPIN STATE COLLEGE

Physical Plant and Equipment

The physical plant at Coppin is functional, has good appearance and is suited to its urban setting in that it is compact and high rise. Most facilities for humanities are suited to their function, though art is being crowded out by sciences. Removal of art to appropriately designed facilities is called for soon.

Coppin's art facility is simply not to be compared to that at Towson. Whereas Towson (and Bowie, too) have large extensive studios extremely well equipped, some rising to two stories and pleasant appropriate places to work; Coppin's art rooms comprise a few crowded, poorly designed rooms more appropriate as classrooms. Coppin has the most dismal art facilities in the system.

Coppin's art program requires an immediate facility, not necessarily too large, but one that will provide a large ceramic studio; a large painting-drawing studio; a design studio; a graphic design studio with connected photo-process room; a photography studio with at least 10 stations; and a room for slides. If there is a sufficient classroom space nearby, there may not be a need for a separate art history classroom. There should be five offices for art personnel.

This building, ideally situated near the large auditorium, may very well contain, too, a small 200 seat studio theatre, a scene making room, costume room, and appropriate office for five drama/speech teachers. Ideally this facility should house a more appropriate gallery.

An art consultant is necessary when planning this facility, and trips to both Bowie and Towson should be made to see actual buildings that work. The building should not be as extensive as Towson, but compare favorably with Bowie. It should be designed with the idea of becoming an important community center and arm of community outreach. It will certainly be a major recruitment tool. Since Coppin is changing its role, it will dramatize the identity of the arts as standing on their own as disciplines rather than a mere part of an education program.

The languages faculty report a 35 unit language laboratory, but the area chairman reports that it is not in operation because of the absence of carrels. Installation of these carrels at the rate of about ten per year would greatly assist the program to reach its potential. This equipment is virtually useless until it is properly installed. There is no way that Coppin can offer any student a comparable education in either art or theatre to Towson at this time. The faculty at Coppin is capable and dedicated, but the facilities can not support the program.

The facilities and equipment for music instruction are appropriate and adequate.

Although there are some problems of the language program as discussed later, the chairman is a vigorous person with a strong dream for excellence at Coppin. The meager facilities for language do not compare to those at Towson, and since Coppin's students are drawn from areas with little language training and background, the need for facilities, tapes, playback equipment, etc. is very strong. Although Coppin need not have as large a system as Towson, it should certainly have a modern one on a smaller scale. To this end we recommend a visit to Towson and to the splendid set-up at UMBC to see the state of the art today.

While the handsome auditorium is a fine facility for large events, it is not well equipped to deal with theatrical productions. The addition of a good small studio theatre, such as can be seen at Towson, would be excellent as described above, but basic modifications are also in order for the auditorium.

The present gallery off the foyer of the auditorium is suitable for small shows. There is a security person present in the foyer at all times and could be stationed to watch the gallery as well. It needs some renovation, and a gallery budget and director. Again this facility will not take the place of a real gallery, but could always be used to display material related to the programs in the auditorium, etc. The art gallery being recommended is one along the lines of those at Towson and Bowie, but need not be as big as that of Towson.

Basic equipment and maintenance funding are reported to be major problems for art, speech-theatre, music, history and languages. For instance, in music, a large portion of the budget goes to getting pianos tuned. Accoustical instruments need to be repaired.

The speech-theatre department needs tools for scene-building, facilities for costumes, and a budget to support the productions.

English and History need funds for maintenance of essential equipment and purchase of appropriate visual aids. Although funds of this type are in short supply at Towson, the impression at Coppin is the departments are starved. As these departments move into their new mission as essential liberal arts subjects, they will want to acquire small equipment and visual aids of various kinds to support their instruction.

Art supplies are insufficient for use by the 250 to 300 students who enroll each semester. No slides nor other audio visual materials have been ordered for six years. The slide collection at Coppin is entirely inadequate and poorly housed. The comparison with Towson is extreme. Modern storage cabinets and an immediate budget for about 3000 slides is called for. Sets of slides keyed to standard texts are available.

The kilns are antiquated and not firing properly, nor can they maintain fixed temperatures. Although we have recommended a facility that will bring the art department within reach of Towson's, the immediate need for equipment and repairs is great, not only in ceramics but in photography.

The art department reports the need for additional exhibit space for student, faculty and visiting shows. While this need may well be met when the department removes to another building, space is now available which could enhance the presentation of these shows. The outer foyer of the James Weldon Johnson building and the adjoining hallway, if properly lighted, could be a fine showcase. This is, however, not proposed as a substitute for a gallery designed as a gallery.

The theatre faculty reports a very low level of funding for production costs and essential technical assistance. Designing, painting and costuming are regarded as major problems due to lack of facilities and personnel.

The history faculty reports that the Xerox machine and other duplicating systems frequently disfunction or are inoperable altogether. They report the need for an adequate allocation for paper and for the acquisition of audio-visual slides of Africa for the course in African history.

There is no doubt that the comparison of Coppin with Towson in all the areas mentioned is an unfavorable one. We are aware of the stringent budgeting that has been necessary at Coppin recently, but Towson, too, is operating on a very tight budget. The difference is, possibly better management in the past, and the fact that Coppin is now becoming more serious about its role as a strong liberal arts college, apart from its original function in teacher training. Consequently, many of the budget requests are simply to bring the departments up to par. After that they will face the same difficulties Towson does with inadequate state funding and have to search for new solutions to this problem.

Quality and Range of Program Offerings

Humanities subject matter major areas at Coppin include English, history and philosophy. Adjunctive courses are available in modern languages, geography, music, art, theatre and dance.

However, when possible, these adjunctive course areas should have a major of their own. The number of students in language, for example, may not support a major, but in art there are enough students for a major. This suggestion does not conflict with the summary at the end of this section, and it does suppose the use of outside consultants from national associations to guide the construction of well-defined, cost-efficient majors that should pay for themselves by increased recruitment and students enrolled. An important motive for the construction of additional majors (which is, at times, only a naming of adequate course structures already in place) is the role they play in the pride of a department and its mission: a pride that is necessary for vigorous recruitment and the self-confidence necessary to tell the prospective students "We have the program for you." Unless better students are continually going to drain away to other institutions, this is a necessity. But even more important from the view of Coppin's new mission are the following: First, that strong departments give emphasis and definition to the meaning of liberal arts;

second, that good programs can reach into the surrounding largely black community to encourage college attendance by those who might not go to college; third, that they provide important career goals for students; and fourth, that they give a sense of structure to a program for students who are older, working, and part-time -- that is, that a program becomes not a collection of courses leading to a degree, but something with a purpose that is defined, as well as the degree. We believe these are all important factors in Coppin's survival and a way of countering some of the bad press that Coppin teachers report in the last few years. Such programs can be a basis for reaching into the community with new vigor. (And there is some sense that Coppin does not do this actively, as one would suppose necessary for a college in its location.)

Along with a review of its programs Coppin may well review (and advertise) the facilities it has to help older students return to college, i.e.; daycare facilities, special counselors for returning students; a non-credit course that introduces people to college work and college life and discusses the meaning of the college experience.

The English offerings are a traditional body of courses in writing, British and American literature, supplemented by one or two-semester courses in Black American Literature, courses to develop journalism skills, and selected special topics in literature. The English department offers a course each in Greek and Roman Culture and Western Civilization. Twelve hours of English credit are required for each Coppin graduate, as is passing an English proficiency examination for all students registered in English 102. The Test for Standard Written English is administered, although the required score was not specified. The English department is regarded as strong by colleagues in other disciplines of the humanities.

The English department wants to construct a program for the training of college teachers of remedial writing. This is an interesting career area with a strong social significance today. This effort should be encouraged, since this program could draw new students to Coppin.

Philosophy is emerging as a dynamic area. Seven years ago only one course was offered. The department now offers thirty-seven hours of coursework. The minor was authorized in 1978 and the first graduate with a major graduated last year. Approximately ten courses are offered, including a traditional core, with such special interest offerings as medical ethics, especially designed for nurses, and a death and dying course for the general college student. Because of the interest in the philosophy of religion course, especially among local clergy, a certificate program has been devised in Philosophical Theology which promises to upgrade the educational backgrounds of local ministers. A grant from the Episcopal diocese assures the institution of about 21 scholarships in this non-sectarian program. It is expected that once the certificates have been awarded, recipients will be prepared to continue undergraduate degree programs either at Coppin or St. Mary's Seminary in Baltimore.

It is appropriate that a historically black institution should offer a strong component of black studies. Approximately 50% of all history courses listed in the catalog are listed as "black" or "African," suggesting a depth of offerings in these areas. The range of curricular offerings in other areas, however, is quite limited. Course descriptions of the required world history courses suggest that they are actually limited to European and American History. A course in the History of the Middle East is described as available, yet it is neither required or suggested as an elective in any of the four curricular offerings in history.

Area faculty members report that reduction in the number of their faculty positions has had a negative effect on their programs, which may account for both the loss of range in course offerings and the defensive position taken by some faculty members when they are requested to respond to questions.

Music serves a general education and service function at Coppin. Two courses in music appreciation and one in music of the African American constitute the first offerings. The department offers group instruction in voice and piano, two music education courses, and the College Choir. While the catalog lists offerings in brass and woodwind instruments, three courses in music theory and College Band, the department head reports that none of these courses is being taught and that Coppin offers no theory or instrumental music. The institution does own a selection of about fifteen instruments, a legacy from what was reported to have been, a thriving program which was discontinued about 1972 or 1973. The catalog also specifically refers to the significance of the contribution of blacks to the field of jazz, but there was no mention of this music as an offering at Coppin by the department head. A bare-bones program serves the needs of non-major students, though discontinuance of theory and instrumental programs constitutes a very serious limitation of range. Again, this situation leads to limited appeal to students interested in music. Perhaps the music program has not turned around from its old position of fulfilling the requirements of an education degree to one of defining itself as an independent major. The introduction of a major could aid in recruitment, in energizing a basically distinguished and capable faculty and adding to Coppin's stature as a good liberal arts college as well as community cultural resource. We recommend that a certain amount of risk be shown here in supporting a possible major program (assuming the department truly wants one) for a period of 5 years to see if there is an educational need in the area. No doubt the addition of a single faculty member, or even less in terms of 6 part-time slots, could take care of such a program.

The art program appears to be thriving due to the industry and attitude of faculty members. A minor is offered, though most of the courses serve general education and elective functions. The usual problems of staffing and space account for the limited range of course offerings.

The art department with its 450 or so art elections is in a strong position to offer one or two major areas: one in ceramics because of its long-time work in this area and one in graphic design which is much desired by the department. Both no doubt depend on new facilities for the definition of these programs.

At present however, with the addition of equipment and the upgrading of the slide collection, the department can offer a general major in art. This major will add to the pride of the department and help it in recruiting. It will in no way conflict with programs elsewhere, since it is simply an intrinsic possibility for a liberal arts program and will enhance Coppin's new mission.

The Graphic Design program mentioned above, if properly defined and advertised, could add up to 20 majors to art and in no way present an essential conflict with programs elsewhere. Coppin has a large enough catchment area to support this number of students. A few students may not go to Towson because of this program, but that presents no problem to the system.

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A minor is available in speech-theatre as well as basic courses which meet general education requirements. Curricular offerings do not go beyond these limits, though options do exist in acting and television production. Continuance of the latter should be taken under advisement unless its equipment is included in the half million dollar unused communications equipment and faculty is added. Coppin, which serves as a regional theatre, should certainly put on more than one production a year. It would contribute to Coppin's stature and help in recruitment by making Coppin increasingly visible.

Towson, for example has an extremely active and well-supported theatre program. Coppin's simply cannot compare. But with very minimal support it could begin to do so, and since it could immediately address the black urban experience it could fulfill an essential social role. Should it not?

At present the chairman of the Theatre department teaches 12 hours per semester since he is called a "coordinator." Nor does he have released time for supervising the yearly production, but does it as an unpaid overload. Anyone who knows the countless hours necessary to put on a production can see this is a rank injustice in faculty load. Even our recommendation does not fully compensate, but it does at least give some recognition to the situation, even though it still depends on the extraordinary dedication of the teacher.

The Theatre department would like to offer a major in Technical Theatre. This is possible with only minimal program changes. It would take an extra faculty member so the coordinator could drop some of his lower division courses and concentrate on the upper division and specialized courses. This program would add to Coppin's stature, be a recruitment tool, and provide career opportunities for black students. Again it is a reasonable part of a liberal arts program and could be the beginning of a contruction of a Theatre major which should certainly be a goal of the department and quite possible with the construction of a new studio theatre.

Rudimentary language courses in French, Spanish, German and Latin are available, although the latter does not appear as a catalog option. Lack of enrollment has placed the German program in jeopardy. The total French and Spanish enrollment is about 70, three sections of French, two of Spanish. This figure is an increase over earlier enrollments. Offerings in these fields must be regarded as service courses rather than as major fields.

In summary, it may be stated that cutbacks in faculty and general funding since about 1973 have not invariably been accompanied with prudent, balanced cutbacks in programs and/or curricula. Continuous, careful monitoring of this process as it was happening might have ameliorated many problems as they appeared. As unwelcome as the task may be, the faculty and administration must begin by making a thorough review of the curriculum and adjusting it to the realities of what can be done well with the current level of funding or, preferably, documenting the priority needs that can be met by increased funding in critical programs. This enhancement study should be a step in that direction.

Number and Quality of Faculty

The Dean of Arts and Sciences reports the following faculty: four in music and history, twelve in English, two in theatre and languages, and one part-time in dance.

Most of the area chairmen report reductions of faculty since about 1973, history from nine to five, music from five to four and similar reductions in other humanities departments. Several department heads speculated about the possibilities of program enhancement if additional faculty positions were allocated to them. Art and theatre faculty stated the need for two positions each. History projects a restoration of courses in geography, Asian and Latin American History, if faculty positions are restored. Modern languages speak of now offering courses gratis to students who wish to go beyond basic proficiency.

The teaching load and the allocation of faculty positions at this institution are based on the identical formula used at Towson State University. The faculty at Coppin perceives a greater deprivation of services than that of Towson. One reason for the difference may lie in the greater flexibility achieved by a larger enrollment.

In terms of earned degrees, the faculty in humanities is well prepared. Their degrees are from highly respected institutions in their fields. With a few exceptions, they have a strong professional orientation. It must be reported, however, that some faculty communicated an air of discouragement and defensiveness which cannot be interpreted to be constructive. In all fairness, it is never pleasant to respond to the realities of reduced circumstances even when the reasons are well known. Conjecture or speculation based on press releases or campus rumor is rarely constructive, especially when tangible attempts to improve conditions are under way. Unrealistic, unfulfilled expectations of a few faculty have resulted in frustration or malaise. Personnel problems, for example those in music and languages, deserve immediate attention and resolution after due process.

Faculty report limited travel funds, but to some degree seemed resigned to the limitations of this budget problem. Since contact with national meetings is a definite plus in building morale and energy, it is a high priority item for Coppin.

Underlying some of the difficulties in faculty staffing at Coppin is the number of teachers no longer directly needed in education courses but still carried as part of the total teaching load. If this perception is true, funds for retraining are an essential part of helping Coppin to achieve its new definition.

Student, Faculty and Professional Services

The faculty perceives the greatest need for support staff to be that for secretarial and technical help.

Additional Comments

The physical facilities in humanities at Coppin do not compare favorably with those at Towson, either in scale or in quality. The facilities and equipment at nearby high schools are reported to be superior to those at Coppin. Equipment theft is a problem at both institutions. Completion of the Coppin language laboratory is a high priority item.

Comparisons of fine arts and foreign language programs at Coppin and Towson must take into account the fact that Towson offers degree programs at the bachelor's and master's levels; no degree programs in these fields are offered at Coppin. In some other subject matter areas of the humanities, Coppin offers degree programs to a smaller number of candidates than Towson does, thus accounting for the limited range of course offerings and the smaller faculty. Coppin appears not to have recovered its fiscal, administrative, or psychological balance since the cut-backs of about 1973, based on faculty perceptions reported. Coppin has been less imaginative and aggressive in devising community out-reach programs than Towson, with the possible exception of its philosophy department. Considering the geographic location, the opposite should be expected.

Coppin should support the role of the arts as a means of creating a more favorable image of the College in the community. Theatre productions, concerts, and art exhibits all present an opportunity for the surrounding community to get on campus and become supporters of the institution.

UNIVERSITY OF MARYLAND - BALTIMORE COUNTY (UMBC)

Physical Plant and Equipment

Both the physical plant and equipment at UMBC are relatively new and adequate to sustain current programs in the humanities. If enrollment increases and additional course offerings materialize in music, theatre and dance, additional rehearsal and public performance facilities will be assigned to these disciplines. The absence of public performance facilities on the campus is not regarded as an altogether bad situation, since it forces performers to find outlets in other community settings. A downtown Baltimore waterfront performance center, however, is expected to serve an essential education function, and it could become a community showcase for University talent.

Classroom facilities are adequate for general lecture courses. Specially equipped rooms are made available as funds allow. The new language laboratory will be an excellent facility when it is installed. Similar special equipment is needed: a word processor for philosophy, lighting and other technical material for theatre. The two small dance studios were not designed for the purpose for which they are now used, and therefore only limited leaps and jumps can be practiced due to the low ceiling.

In general, one senses that offices and departments are usually quite well equipped; that classrooms, studios, and other areas are pleasant places to work; and that the ambiance of the University as a whole is one of a compact, busy, place for disciplined learning.

Given the sense of a tight budget there is a question of future maintenance as the buildings age, but the general appearance now is very good.

The following data were reported on humanities programs at UMBC at the time of the visit:

	Majors*	Other* Enrollments	Faculty	Teaching Studios	Other
Music	60-80	900 including 11 ensembles	8 full time 25 part time	12	15 practice rooms
English	150		15 full time 12 par time 2 full time instructors		
Philosophy	25	650	6.84 full time 3.16 par time		
American Studies	45	1000	5 full time		
Dance	16	250	3 full time 1 part time	1 large 2 small	
Theatre	35-45	200	10 full time 4 part time	Theatre seating 178	Shared storage & dressing rooms
Modern Language	70	1200	14 full time 6 part time		

* Reported at the time of visit.

Quality and Range of Program Offerings

A wide range and a rich fare of humanities courses are available to students at UMBC. In addition to basic traditional liberal arts offerings, the English department offers a series of courses in the literature of Black Americans and other minorities. The American Studies department offers studies of popular culture and such regional culture courses as "The Music of Appalachia." The department also sponsored campus appearances of folk arts performers, (Georgia Sea Island Singers and others, this year). The music department sends choirs to an international festival (Europe

CANTAT) biennially and sponsors the Eastern Jazz Festival. In addition to the traditional performing groups (two orchestras, remarkably), it offers studies in Balinese and Javanese gamelan instruments, an African ensemble and various outreach programs. The curriculum of the department is confined to music performance, composition, musicology and ethnomusicology. In contrast to the declining enrollment at other universities of the nation, the departments of philosophy and American studies have maintained a steadily improving enrollment. Their course offerings are strong and, for an institution of this size, broad.

The university is justly proud of its Ancient Studies program, a distinguished one in which students must have at least two years of Greek and Latin, among other strong requirements. The department points to its 30 to 35 majors as an unusually large number for a university of this size and to the records of its graduates in graduate school and beyond.

The air of purpose, energy, and dedication to excellence of faculty in this department, and others, was a marked feature of UMBC. Beginning with the initial introduction of the consultants to the major chairmen by the Vice Chancellor, an air of pride and competence was felt throughout. Faculty are very active in national organizations, concerned with scholarships, and active in grant writing. Along with teaching the very full loads, this seems a remarkable achievement.

UMBC is fortunate in many ways to have formed its faculty so recently, but the quality of appointments has evidently been seen to with care.

Number and Quality of Faculty

Department chairmen at UMBC rate their faculties from "rather good" to "excellent." Evidence of their scholarly and creative activity suggests that they are very good indeed, if that judgment can be made on the basis of numerous book contracts, research grants, concerts and performances. No evaluation is made of teaching effectiveness, since the schedule of the visit allowed minimal time for class observation. Strong interest in the humanities is suggested by the substantial student enrollment in departmental and interdepartmental courses. The faculties have been selected from some of the strongest schools in the disciplines. Among them are a few distinguished scholars and creative artists who have taught at leading universities of the nation.

In general the faculties are young, vigorous and dynamic. There was little evidence of faculty fatigue. There is ample professional drive among faculty members toward the attainment of high intellectual goals. They speak well of the scholarship of their students and are creating an encouraging environment for them. They voiced no major complaints, no destructive criticism of others. Their concerns were the universals among faculties: more funds to travel to professional meetings, more support staff, more operation budget for special equipment, library materials, films and guest speakers.

UMBC is an impressive small university. The sense of excellence in academic standards was evidenced throughout. The creation of this quality of institution in such a short time points to a remarkable level of far-sightedness on the part of the administration. The university seems to be a fine resource for the state and does a distinguished job of educating its students.

UNIVERSITY OF MARYLAND - EASTERN SHORE (UMES)

Physical Facilities

The music instruction program is housed in the showplace building of the campus, The Ella Fitzgerald Performing Arts Center. The classrooms are well designed; the studio-offices are situated adjacent to rehearsal rooms and practice rooms. An excellent music resource center is equipped with six listening stations having Gerard turntables, Lafayette amplifiers and Wollensack reel to reel recorders. There is an excellent collection of scores and recordings. The classrooms have Magnavox FM/AM tuners.

The most immediate equipment need of the department is to replace the obsolete large brass and woodwind instruments used in the concert and marching bands: 3 sousaphones, 1 upright tuba, 3 baritone horns. Typani and chimes are needed for the concert band. The budget for repairs is now $160 and is totally inadequate.

A second priority is to acquire professional studio recording equipment to be installed in the projection room of the auditorium. This equipment would serve the University at large.

The scattered facilities of the art department tend to diffuse the program and discourage collegiality. The health hazards of using the present facilities for sculpture welding are great and have caused discontinuance of the program.

Unless the new building funds are approved this year, the repairs to the welding facility should be made in order to make welding a continued part of the 3-D program.*

The photography dark room and other facilities are inadequately equipped. There are four enlargers and one color head, and a few good, old cameras as well as several lights and other equipment for studio set-up.

The painting studio is small and poor. It is not adequate for the program. Again the new building may take care of this, but some painting, storage areas, better lighting, some new easels should be in place now.

Printmaking facilities are very limited, and the studio is poor. Again immediate needs are for money for a general clean up. The Lithography press has not been operational for two years because of lack of 3-phase electricity.

The Ceramics area is adequate, although space needs to be reorganized, and there is some old but good equipment including large gas kiln (120 cubic feet), pug mill, clay mixer, spray booth (no connection), ball mill, two electric kilns, and 8 wheels. Whether all of this equipment is suitable for re-installation in the new building we can't say - probably there should be an additional gas kiln, replacement of the electric kiln, and at least 10 more wheels.

Planning money has been allocated for a combination building to house art and industrial arts. It is anticipated that an equipment allocation to meet the needs of the art department will be made when the building is funded. The recommendations above are stop-gaps and do not amount to the full needs that may be met at that time. Meanwhile, the greatest needs are for an upgrading of equipment and for immediate repairs to the roof of the Art Gallery.

Besides the repairs to the roof of the art gallery, there is a need to renovate the gallery itself with a cleaner and more professional look to the walls, and additional track lighting.

These recommendations for the art areas are minimal compared to the needs of the art program for good studios in a convenient, centralized location; but they will help at this time. If no new building is approved, the campus should initiate a careful review of all space and make an attempt to centralize the art program.

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* A new technology building was authorized for the UMES campus by the 1981 Maryland General Assembly.

There are two projectors in the art area for art history and other uses. The media center has additional equipment available, but the nature of art instruction calls for additional projectors in the art office. Most pressing in art history is replacement of the unusually poor slide collection of about 2000 slides. An absolute minimum is 5000 slides and national standards are closer to 10,000 for a small program. The facilities for storage and use of slides are poor. Since the department has an active photography program, slides can be made on campus with copy equipment.

The facilities for English and Languages are adequate if the present programs are continued, excepting that there are no facilities for a language laboratory. A portable laboratory could serve the purposes of English, speech and modern languages. The cassettes now used by speech classes are fine, but feedback equipment is needed.

However, a language lab is far more desirable. The lab at UMBC should be visited by the Chairman and language faculty as an excellent facility. The recommendation here then is in two parts: an immediate need for play-back equipment and a plan for a language lab in the near future.

If curriculum extensions are made into the fields of journalism and communication, new equipment will be needed to sustain them. Keeping in mind the idea of enhancement and the tremendous social need that UMES and other historically black institutions are filling, it is imperative to make funds available for such programs as this that provide new and direct career opportunities.

The Theatre Arts department has the use of the excellent stage facilities of the Ella Fitzgerald Auditorium. Equipment includes a Steinway grand piano, a Baldwin grand, a fine electronic organ, and a Sperrhake harpsichord.

Direct stage equipment for Theatre Arts is quite limited however. To some degree the stage is seen to be mainly for musical events, and equipment necessary for a theatre program is not in place, nor is there the idea, yet, that this facility can be equally shared. The theatre department has not played as large a role on the campus as music in the past, nor is it financially well supported at this time. The storage facilities for scenery are very limited and those for costumes essentially a closet off the drama teacher's office with one sewing machine.

A more long range proposal is to renovate the stage in Fitzgerald center for flying scenery and for the wings to be used for scenery, too. This means seeing this fine stage as a dual-purpose facility.

A possible extension of Theatre facilities is tied to the vacating of Bird Hall when the new Art and Technology building is built. Although Bird Hall is scheduled for demolition, the facilities report indicates its basically good condition. As one of the oldest buildings on campus, a good point can be made for its retention and use since it is an extremely handsome structure.

Since the theatre department needs additional facilities and constant use of a stage, we propose that it be renovated to include a small "studio" stage on the first floor; that adjacent to it there be a small museum area dedicated to the history of blacks in theatre and Black Theatre; that funds be raised to support this museum and a nationwide call be made for materials. Even a modest collection at the beginning can fulfill an important role in making an important educational point about the role of Blacks in American life. We propose that the upstairs studio be made into two workshops: one for scenery building, with one opening and a crane for lowering and raising scenery, and one for a costume workshop.

Bird Hall is near the psychological center of the campus, and a visit to it can be a part of the experience of anyone who comes to a theatrical or musical event at the Ella Fitzgerald center, thus enhancing the role UMES plays in the surrounding community and acting as a fundamental recruitment tool as well.

General Comment on Facilities

The facilities consultant has commented on lack of a "center" or clarity of entrance for the UMES campus. Potentially there can be a handsome sense of the campus with careful planning. The Ella Fitzgerald center is a natural focal point for the campus, and since it plays such an important role in the surrounding community, this focal point could be enhanced by having it part of the "cultural center of the campus." To that end we suggest that the new art department and gallery might well be located across from Fitzgerald center. If Bird Hall were renovated as suggested above, then there would be a Music, Theatre, Art complex at the entrance to this campus. Attendees at a music or dance performance could go to an art exhibition, too. This would enhance the cultural role of the university. This suggestion would entail a review of the existing art building plans. Perhaps this review is in order.

The general planning of the UMES campus is not impressive. The buildings are strung out in a rather haphazard way, often entailing long walks between classes. A small excellent building near the art center is in the way of a planned extension of a building and is to be demolished. There are many little-used classrooms, but space is tight elsewhere. Classrooms which should be multi-purpose are reserved for particular programs. Individual departments seem to take charge of facilities that could have a dual purpose. There seems to be a need for an excellent campus planner to look over the entire situation and help the campus realize its potential as a beautiful one.

Quality and Range of Programs

The English department maintains a basic skills center manned by an undergraduate English major as a tutor. There is a proposal before the faculty senate to require all students to take a comprehensive examination at the beginning of the sophomore year to assure competency in written and oral English.

There is a strong remediation program called the ADP (Academic Development Program), and it is currently cited by the Office of Education on an exemplary list for remediation programs. Most of the funding for the program is federal.

The current offerings appear to be broad enough to meet the needs of the institution. Courses are available in humanities world literature, American literature, Victorian literature, the novel, poetry, drama, Afro-American literature, grammar, folklore and creative writing. However, the pressure of lower division course needs often makes it difficult to schedule upper-division courses of lower enrollment. Not all courses listed in the catalog are given. The department would like to have more support for journalism and for future courses relating to the other areas of communications. In general we think this would enhance the department. No majors or minors are offered in speech or languages, the minor in three languages having been discontinued in 1966-1970. The department head encourages the authorization of a concentration in drama. While the department has a strong campus reputation, the drama teacher for the past few years has not been able to offer the courses in theatre listed in the catalog. She has a 9 hour load in speech besides running the theatre. We recommend that funds be made available to allow for the concentration in drama by releasing her from two of her speech classes, and allowing her to teach one theatre course each semester, with the rest of her time devoted to activities surrounding theatrical productions.

The music department offerings are suitable for meeting the program objectives of the B.A. degree in music education. The range of the program covers theory, history, applied, conducting and ensemble aspects as well as basic pedagogical courses. The location of the University is a deterrent to attracting visiting artists who could provide performing models for music students. A seven-state consortium, of which Maryland is one, makes these artists available on a matching-fund basis. This would be a fine enrichment to the cultural life of the University community at low cost and is recommended for funding. Also recommended for financial subsidy is the annual musical theatre production.

Enrollments in art courses are small, though courses designed for general education purposes attract about 35, and elementary drawing enrolls 18 to 20. Sculpture has been discontinued as an art track, but there are offerings in printmaking, drawing, photography and ceramics. A major in crafts is being considered.

Since there are no specific majors in art, and crafts is of particular interest and has strong career possibilities, we encourage consideration of this major. It gives a department a sense of purpose and definition to have major programs and helps in recruitment. Since the art department already does a lot for recruitment by on-campus demonstrations, and high school visits, a crafts major would be an advantage.

An additional program reaching across several disciplines is the recently introduced Honors Program. Intended to enhance UMES, it draws students to the campus who are specially well qualified. If they maintain a 3.0 grade-point average and successfully pass the professional school entrance examination, they are guaranteed admission to one of the six professional schools of the University of Maryland. This is an attractive program, but the small number of black students in it is disappointing. Funds for wider advertising in dominantly black secondary schools should be considered.

Although not a department, the Art Gallery should be mentioned for its potential role in general cultural education. With a renovated facility, and in the future a new facility, the gallery can be an important service to the college and surrounding community. There is no doubt that cultural resources are meager in the Princess Anne area and that UMES can play a fundamental role in this area. Perhaps outside funding can be secured for the operation of the gallery.

Number and Quality of Faculty

The music department has three full-time, one part-time faculty members and a department head who serves the instructional program one-half time. The remainder of his contract is absorbed by duties as director of the auditorium and head of audio-visual services. As enrollments began to drop in 1976, the music faculty was reduced. There have been no recent reductions in faculty size. There are 16 music majors, and approximately 240 general education students are enrolled in introductory courses and performing ensembles. This is an impressive number, considering the size of the entire student body. The faculty is strong in professional experience and is well prepared academically and musically.

The English and languages faculty has seven members, two in modern languages and one in speech/drama. Four have terminal degrees; the others have M.A. degrees from well regarded institutions. The faculty has a variety of interests which contribute to the richness of the academic course mix. One professor offers two courses in film classics. Seminars and independent research are conducted for senior students. The size of the faculty is adequate for current enrollments. Extensions will be necessary if journalism and communications are added as major and/or minor programs. Considering the current faculty, equipment and location of the institution, these offerings may be deferred until enrollment is increased.

The art department has four faculty members, 16 majors and 182 registrants from the general college. The faculty has two white members, and two blacks. Of the four graduates this year, two are white. One faculty member suggested that the racial mix on this campus was more equitable than at Bowie, Coppin, or Morgan. The number of faculty members now serving can adequately handle the number of students currently enrolled.

All Humanities faculty could benefit by increased travel money for professional meetings. This outreach is particularly important because of the isolation of UMES.

A further need is for funds for consultants to bring to the campus the latest information on plans and programs.

There is a general need on the part of music, theatre, and art faculty for a review of teaching loads. Faculty in Art teach up to 20 contact hours; in Music up to 24 hours, and 28 hours in instrumental instruction; in Theatre there is little acknowledgement of the time for putting on productions.

The recommendations of national associations can be a guide here and they are: 12 credit hours maximum in totally academic classes; and 18 contact hours independent of the number of credit-hours produced in studio, music, and similar classes. Sometimes instrumental music is taught on an hourly basis in a contract. Released time for large performance groups such as orchestra and choir are required as well as released time for drama performances. Any faculty teaching more than the above will gradually reduce their commitment to their art - a commitment necessary for continued vitality in teaching.

Student, Faculty and Professional Services

Students and faculty at UMES are fortunate in having adequate support staff, both the professionals and work study students.

The students are considered to be serious; good students in their major fields, though they lack the sophistication of city-bred youth. Without the distractions of city students, they appear to be strongly motivated to achievement and to breaking out of the restrictive insularity of their geographical location. The faculty believes that students need models, published goals, success stories in the humanities to which students may be referred for encouragement.

Physical Plant and Facilities

The most universal complaint about facilities among humanities faculty members was that duplication services were inadequate, the break-down of equipment being due to inept student operators and lack of adequate repair service. In AV services, student technicians are not regarded as reliable. Repairs are frequent. The allocation of money for duplicating services paper was discontinued on December 12, 1980 and professors have been supplying their own since that date. One department head assured the consultants that the same incident had occurred last year. Several departments indicated that budget for essential duplicating was extremely limited, and then arbitrarily cut-off. This contrasts sharply with UMBC where adequate duplicating services, reasonable maintenance, and the flow of supplies throughout the year are assumed. No faculty can carry out its teaching duties under these conditions and maintain its morale.

The request by the music department for an opaque projector has been denied for each of the last seven years. This is essential equipment for the projection of music examples in all classes, for majors and non-majors. In Fine Arts there is no electric typewriter, only 1 tape recorder in entire department. Individual faculty do not have typewriters or ready access to any. There is a limited number of projectors and inadequate funds for repair of equipment (if a bulb burns out, faculty member may replace from own pocket at a cost of up to $23). The contrast in the availability of day-to-day equipment is strong with UMBC and again strikes hard at faculty morale in the daily round of teaching.

The art department needs space for a Graphic Design laboratory. This would provide reinforcement of a potentially strong area of emphasis and aid in student recruitment and employment. A strong program could well add 10 or 20 majors to the department. UMBC does have extensive equipment in film making. Morgan should be able to maintain its lead as a Fine Arts area with an up-dating in these areas.

The present photography darkroom is totally inadequate and equipment is limited and in poor repair. Because of extreme space difficulties, the class is not always offered in spite of strong student interest. Again a decent facility and equipment would effect recruitment and retention of good students - students who would now choose UMBC or Towson if they saw what was available at Morgan.

In printmaking funds are needed for replacement of lithographic stones and maintenance of equipment.

The slide collection at Morgan is totally inadequate and, at 4000-5000 slides, substantially below professional levels and instructional needs. About 10,000-15,000 slides are needed. The facilities for slide sorting, filing, and duplicating are minimal. Part-time student help is not adequate for the job, and it needs constant supervision of at least a 1/3 time person, ideally someone with art history background.

The philosophy department seminar room was furnished and painted by a faculty member last summer. An old table with some kind of paper covering still in place was secured. While it has served its purpose temporarily, renovation and refurnishing is called for. This is in line with the general quality of furnishings, and up-keep throughout the arts and humanities areas. The condition of halls, painting of classrooms, general janitorial services, etc. is disgraceful and depressing. It is not the age of the building, since tha Art Center is relatively new, nor the major maintenance discussed elsewhere that we are addressing here. This is cosmetic appearances of limited budget. Any student who visited the neat, trim, well-kept, well-supplied, clean, freshly painted, well-lit classrooms, halls, studios and seminar rooms at UMBC or Towson and then compared them with Morgan would immediately choose the former regardless of the quality of the program. Of all the things needed for enhancement of Morgan, this very limited budgeted area could make the most immediate difference in the humanities for recruitment and faculty morale. That the institution has a dedicated and good faculty who will continue under these conditions is a testimony to the strength of their belief in the mission of Morgan.

In the Fine Arts department the need for adequate ventilation and consequent safety hazards should be mentioned.

Excepting that of the program head, office space for speech and theatre faculty is inadequate. If the curriculum of this area expands to include telecommunications, therapy, or linguistics, additional classroom and laboratory facilities will be needed to accommodate them. The theatre now needs a replacement of its fifteen-year-old light board. That will cost approximately $50,000. Needed also is a replacement of the theatre sound system at a cost of about $15,000.

The most critical need for an upgrade of facilities and equipment in the humanities areas is in the music department. Murphy Auditorium is a good facility seating about 1100 or 1200. It also serves as a teaching studio for organ. A smaller lecture-recital hall is needed in which sections of "The World of Music" courses could be scheduled and which could be used for events when smaller audiences are expected. The feasibility of converting the present choral room to this purpose should be considered.

The electronic Allen organ in Murphy Auditorium is a 3-manual instrument, adequate for the needs of instruction and recitals. An obsolete locked organ console rests in the Auditorium pit and has not been used in 12 years. Shells of two other small electronic organs are stored in a hallway. These instruments should be declared surplus and junked. The sounds emenating from them can no longer be called music. The same comment may be made about seven of the fourteen pianos now located in practice rooms. Their destiny should be no better than the ancient organ skeletons. Even the practice pianos that are operable produce a thin, tinny sound which is aesthetically unacceptable. These Kimball and Everett uprights should be replaced by new instruments by the same manufacturers or by Baldwin or Hamilton at the rate of about four per year at a cost of approximately $2,000 each. The nine-foot Steinway on the Murphy stage was rebuilt in 1978 due to water damage. Regrettably it must be reported that water leaking from the roof has again badly damaged this instrument. Until the roof is repaired, there is little reason to consider whether rebuilding will solve the problem.

Band instruments purchased many years ago are now in bad condition. None has been bought since 1977. Especially needed to complete instrumentation of the band are two aboes ($1,000 each), two bassoons ($5,000 each) a bass clarinet ($2,000) and an E flat clarient ($800). A schedule of routine repairs for these instruments and tuning of keyboard instruments will prevent the deterioration observed in current holdings. A Moog synthesizer bought in 1971 or 1972 has been inoperative for 4 or 5 years and would now cost about $3,000 to repair. New sound systems are needed for classroom use to replace at least two of the Radiomatic systems bought about ten years ago.

The Saxon duplicating machine which serves all faculty members in the building is constantly in need of repair. An old mimeograph machine also needs repairs.

Seven rooms built as practice rooms are now used as offices or teaching studios. Professors should be relocated and these rooms returned to their original function. The availability of practice rooms will encourage students to make good use of their time. The shortage of these rooms and the sub-standard pianos in them discourages even the most determined student. Morgan is in dire need of upgrading its music facilities and equipment.

The administrative offices of the music department head were created out of storage rooms. Renovation and refurnishing of this space is long overdue.

In the English department there is an extreme shortage of office space for teachers; some offices have up to 3 persons in them. Other space problems are in the ability to develop and furnish a seminar room for Humanities. The Saxon copy machine uses coated paper, which is unpleasant except for the most routine tasks. With so much on-going need for duplication in the remediation program, and the two-week or more lag time in central duplicating, consideration should be given to a special facility for use of the English department. There is only one electric typewriter in the department. Most faculty have old manual typewriters.

Again, the contrast here with similar facilities at UMBC is deplorable. Other problems besides equipment and facilities are pressing in this department, but an English faculty does need the standard tools of writing today.

In the Humanities program classes are often held across campus. There are too few slide projectors and one must often be packed across campus along with briefcase, books, etc. Again this is a small item which adversely effects the daily operation of teaching.

In Philosophy there is also a difficulty with equipment and maintenance. Audio-visual service is in place, but has always been poorly run. Again the lag time in central duplicating presents some problems though not as much as cancellation of budget during the year. Typical of maintenance in this area and throughout the campus is that of that clocks do not run, or are out of time.

Security arrangements present a problem in areas such as art and theatre where students have to be in studios or labs when class is not scheduled. In a three-credit studio course that meets for six hours a student is usually expected to put in four to six more hours outside of schedule time. When the student needs the equipment such as Printmaking or Photography, or a still-life set-up in painting he/she should be able to go into the studio. Security for safety is a prime concern; the next concern is security that enhances the education of the student. This is of special concern at Morgan today.

In Foreign Languages there is inadequate budget for films, video tapes, and other teaching aids. At a time when successful programs, such as that at UMBC, are using a wide variety of such teaching tools to motivate students to learn language, Morgan has an even more direct need since so many of its students come from homes where there is no tradition of language learning.

Quality and Range of Programs

So many changes have occurred in programs and personnel since publication of the Morgan catalog in 1978 that it is no longer a reliable guide. It has therefore been difficult to confirm statements and impressions.

In the art department traditional art courses have always been available. Newer courses and combinations have grown out of necessity or of recently opened opportunities. An internship program in photographic media, for instance, has given students a better grasp of technology and technique. One interesting cooperative program is the articulation of a 12-credit hour option with the Community College of Baltimore to increase the student's portfolio. Another curricular option at Morgan coordinates art with business and marketing. Interdisciplinary programs are also being worked out in telecommunications with the speech-theatre faculty.

In the art program and others throughout our study there was insufficient time to make a qualitative review of programs and what was needed. In general we relied on information from the competent department heads to let us know what new programs they felt were needed. The problem of a complete review in these areas is still before the institutions. A suggestion might be to arrange a series of departmental meetings of all the state campuses to review the facilities and special tasks of each department, or to hire an outside consultant to study any one department in detail. The national organizations such as National Associations of Schools of Art and others will be glad to suggest the name of several consultants.

In all programs we reviewed there is a strong need for travel money for faculty to attend national organization meetings in their discipline. Only by active attendance and interchange with other faculty can they keep abreast of educational changes today (which can be rapid) and keep changing their programs to meet new needs. It is no longer possible to have a static program. UMBC and Towson have been far more successful in this area since in spite of lack of travel funds, a great number of faculty attend meetings at their own expense. This is an expedient, though, and the state should ask itself how long it can maintain a quality program without this support.

The Fine Arts department would like to have a BFA program in Environmental Design which fits nicely into the new idea of Morgan, and should be encouraged.

Morgan has a strong, balanced program in philosophy. Its essential orientation is on political ideologies and problems of social philosophy, though the basic courses in knowledge and values, logic and religion are there. The faculty continues to show the relationship of the discipline to the lives of students in such courses as "Slavery as an Institution" and "The Philosophy of Protest." Cross-discipline courses are available through the cooperation of the faculties of Law, History, Political Science, and English. Interdisciplinary colloquia are held occasionally. The Summer Session workshop and the humanities center are believed to generate momentum in the students' progress. It is regrettable that the traditional Philosophy Conference has been discontinued due to the drying up of private funding. But then Morgan had 40 philosophy majors; it now has 19. The conference has been replaced by other imaginative ideas and implementation by the philosophy faculty. Among these are visiting lecturers supported by a grant from the Council of Philosophical Studies, the philosophical dialogues of African Americans supported by the Maryland Council for Humanities, and a homecoming for all philosophy majors of the last ten years. Being considered is how to devise a humanistic component of the Ph.D. in gerontology and other graduate programs.

Typical of the kind of dedication and problems facing departments at Morgan is that one Philosophy teacher, finding students unable to read the standard Philosophy text, reads it aloud - section by section - in class with comments. Instead of going to a less difficult text, this method has enabled students to learn and advance. At the same time this department has four black philosophers and wants to keep them. The morale at Morgan is so low, and inducements for black faculty to go elsewhere so high, that some of these teachers are straining their dedication to Morgan to the limit. Support services, faculty travel, a new relation of faculty to administration and other enhancement possibilities are real needs.

The department of Speech, Communications and Theatre offers an undergraduate degree in speech communication and telecommunications. The department head states that Morgan is the only state assisted institution that offers these degrees. That perception appears to be inaccurate since Bowie offers one bachelor's degree program in speech and linguistics and another in public communication. Towson offers four major areas, two in speech and drama, one in public address and another in public address. Coppin has a speech-theatre minor and UMES and UMBC have modest course offerings, presumably for service purposes. The Morgan department head is aware of the graduate program at College Park, the highly successful speech pathology program at College Park, and the highly successful speech pathology at Towson. He views the Morgan program as traditional. He is correct in the sense that basic knowledge and skills can be acquired. He is also aware that Morgan is a repository of black culture, an institution where the symbols and signs of the people limn their history and culture. He reports that entering students are not well prepared, yet he believes that the quality of course content should be upgraded. The range of course offerings is rather broad. In addition to the announced majors is the one listed as theatre arts in the current catalog. Supporting courses are offered in acting, directing, voice and diction and technical theatre. The telecommunications major has probably grown out of the three courses listed in the current catalog. Geographically, Morgan appears to be a good location for this program, and this could be a source of pride and student recruitment. Additional advantages are the possibility of community out-reach this program implies, new careers for black students, and an expertise on the campus in public relations and image building. This necessity is addressed in another part of the report. Telecommunications is an expensive field both in terms of personnel and equipment. If the program is fully implemented, salary allocations must be made for radio and television personnel in production, technical services, and broadcast journalism. Instructional equipment for these faculty members and their students could exceed $100,000.

The traditional music program at Morgan was the B.S. in Music Education. The B.A. degree was added in 1980 by making the customary deletion of methods courses and the addition of languages, music literature courses and credit upgrading for applied music lessons. The current department head was appointed in 1977. It is a remarkable achievement that he was able to secure associate membership in the National Association of Schools of Music within a two-year period. Full membership is pending but not likely to be awarded until standards of equipment (and perhaps others) are met. It should be observed that Towson and College Park are the only publicly supported four-year Maryland institutions having full membership and NASM. Morgan is the only historically black institution in the state with any membership status in NASM. That status is unlikely to be maintained unless substantial support is forthcoming for deteriorating musical instruments and for upgrading recorded and book materials to be housed in the library.

In addition to the usual music courses in theory, applied and history sequences, the music department offers multiple sections (7) of an introductory course for non-majors, "The World of Music," which attracts approximately thirty students per section. Also elective are courses in jazz and Afro-American Music with similar enrollments. Band and chorus attract approximately 100 each, half of the registrants coming from the general college. Music majors are enrolled in multiple woodwind and brass ensembles.

It is desirable to resolve three problems relating to the music program: (1) Current lower division applied music credit yields one credit. The customary credit is two. (2) General education requirements have been recently changed to require a mandatory integrated humanities course and to exclude the option of course adoptions from department offerings. This is widely regarded on the campus as a political ploy not related to the depth of education possible in single subject courses but tending to reduce enrollments in these courses. (3) Music teaching methods courses are taught by music faculty, using music facilities and yet are assigned HEGIS numbers 0803.458 and 0803.459 which allocates their productivity to the School of Education. Reassignment to a music HEGIS number (MUE1004, etc.?) would credit the proper department for its productivity.

The choir at Morgan has a well deserved reputation for excellence which is nationally recognized. The band also has a fine reputation.

The English Department at Morgan has a Major in English with options (1) Language Arts (English for the teacher) (2) English Major (Prepares for graduate study). The department also operates many service courses. The program faces serious difficulties because of extreme over-loading of faculty. Most Freshmen classes far exceed the National Council of Teachers guidelines of 15-20 in a class with numbers up to 50! Where so much basic remediation is required this is a great disadvantage. It also means that teachers may have a total of 120 or more students in a single semester. Disciplined correction of papers - even assigning the correct number of papers under these circumstances - is impossible. Whereas art and music have serious equipment needs, this program is understaffed; even the chairman this year is teaching a full load with no released time for extensive department duties.

The English department is in the process of developing a Masters in Rhetoric and Composition.

Foreign Languages at Morgan comprise a French major, a Spanish major, and two years of German, two years of Arabic, and one or two years of Russian and one year of Latin. This department has a strong need for funds to retrain some older faculty in new methods of language instruction. The language program at UMBC is a striking example of the possibilities of successful methods in today's situation, and funds might be made available to visit and study its program.

The Credit-Hour

A consistent need to give all programs the intensity of instruction they require in studio or lab courses is a review and change of the way credit-hours are calculated by the state formula. In general a far less cumbersome and fair method is the one nationally recognized of up to 12 credit hours in academic subjects where 1 hour of instruction per week equals 1 credit; and 18 contact hours may only yield 9 credits. It has been widely supported that more than 18 contact hours (plus department and university duties) does not allow adequate time for preparation and research so important to quality in education.

The dean of Arts and Sciences reported that a grant proposal was being considered to correct major deficiencies in the humanities, with the Mellon Foundation being a potential donor. The faculty had not been informed of this as yet, since not one member of the humanities faculties mentioned this as a potential for the resolution of their problems. Early participation in planning is advised both for imput and building or morale.

The dean continues to attempt to resolve the problem of equitable teaching load assignment among the various disciplines for the usual academic music classes, eighteen for applied and 16 for ensemble or laboratory assignments. Programmatic funding differential is expected to modify the usual 300 semester hour FTE figure. Certainly it is appropriate for the state formula which generates faculty positions to take into account studio, applied or laboratory contact hours. This is common practice in many states and in private institutions.

Number and Quality of Faculty

While student enrollment is in decline, flexibility in faculty appointments is the diserata. A well-trained, versatile faculty may be retained full-time. Range in expert faculty, however, is likely to be achieved in small institutions only by appointment of part-time professionals. The local (Baltimore-Washington) pool of candidates in music is adequate to meet the needs.

The philosophy faculty appears to have manfully withstood not only the reduction of majors from 40 to 19 with proportionate cuts in faculty, but also absorbed the unexpected shock of a reduction this year from seven to three faculty members. They have generated sufficient credit hours for five faculty positions. The "Knowledge and Values" general education course attracted this year seven fall semester sections and three for the second semester with an average enrollment of forty-four. The faculty has a strong academic background from such institutions as Johns Hopkins, the Free University of Berlin, Florida State University, Boston University and others. The faculty attends meetings of the American Philosophy Association and has a good publication record. One of the most remarkable facts of the department is that four of the continuing faculty members are black. The problem will be to retain these black philosophers who are in short supply. Towson has only one black philosopher, as does Coppin.

For 193 majors, speech has two faculty; for 89, theatre has 1½ and for 160, communications has 1½. Speech 101, a general education course, is offered in 15 sections with an average of 25 elections per section each semester. Adjunct professors are assigned four to speech, two to theatre and four to communications. The faculty has earned degrees from Cornell, Penn State, Syracuse and the University of Michigan. Four have the doctorate. Technical work of the theatre wing is done on contract rather than by a faculty member. Total cost of construction, painting, etc., is reduced but students lack full access to this phase of their training. If a major thrust in telecommunications is authorized, additional faculty will be needed to cover such areas as technicians for radio and television, production specialists and an experienced person in broadcast journalism. The department head avers that the need is great for a speech therapist to treat mild speech impediments, a linguist to teach phonetics and a rhetorician to coach public speaking. Certainly the enrollment and complexity of public performances warrant an increase in the allocation of faculty positions.

The music faculty consists of 12 full-time persons, one person on a contractual basis who teaches full time, and four part-time applied instructors. It is clear that the person who teaches full time on a contractual basis should be regularized by a continuing, tenure-earning contract. The student population is composed of about 120 undergraduate majors, 12 graduate majors and no less than 500 non-majors who elect music courses or ensembles. Five faculty members have the doctorate from such institutions as Indiana, Columbia, New York University and Catholic University. Others attended Juilliard, Peabody and Southern. They hold memberships in such professional organizations as AMS, CMS, MENC, SCDA and CBDNA. Due to financial constraints, few attend professional workshops. Two are inactive in professional societies. Most of the faculty members are dedicated, educated, skillful persons who give freely of themselves well beyond the contractual demands. While the current faculty-student ratio is defensible, care must be exercised in the appointment of replacement faculty. Range and balance to fill positions requiring expertise in a diversity of fields poses a delicate problem.

The Foreign Language Department has 9 full-time faculty with one on sick leave. The faculty seems to be well prepared and the current chairperson vigorous and ambitious to restructure teaching methods, along the lines of contemporary practice.

There are about 15 majors in French and German and the department serves about 600 students. The travel budget for the year was $225, and that inadequate amount was withdrawn for use. As mentioned earlier the foreign language preparation in high school is very poor for Morgan applicants and special teaching methods including a variety of teaching aids are needed, as well as well-trained language lab personnel.

The art department has a good program with 8 full-time and 3 part-time faculty. Four have the terminal studio degree of M.F.A.; 2 are M.A.; 1 is B.A.; the one is currently A.B.D. from University of Maryland. The chairman is seriously overloaded with 12 to 18 contact hours of teaching. All except two teachers have had one course per year of unpaid overload. The department recently received accreditation from Division II of the National Association of Schools of Art and is ambitious in continuing to build a dynamic program. Unfortunately this goal is a difficult one in light of inadequate budget, equipment and maintenance, and other shortcomings which continually put pressure on faculty. Morale under these conditions can be hard to sustain and the impression one gets here and elsewhere is that a dedicated faculty is using up its resources fast. The future of this is either leaving the institution or giving up on expanding the kind of energy needed to give a good program. The belief in Morgan on the part of the faculty is extremely strong, but how long can that be taken advantage of?

The English department has 24 faculty with 50% having Ph.D.'s from a good spread of programs from Temple, University of Pennsylvania, Harvard, and Ohio State among others. Four of the current faculty are studying for the Ph.D. They serve about 114 majors and around 2,700 student units in their English and Introduction to Humanities programs. They are a seriously overloaded faculty as discussed earlier.

In general the faculty at Morgan is competent and dedicated. They have three very strong needs for the future.

1. A reduction in teaching load commensurate with good practice elsewhere to make it possible to devote more of their energies to preparation and research.
2. An increase in travel money for meetings at national associations.

3. Re-training of some faculty because of shifting course and program selection, and funds for summer grants to have free time to do creative work or research. This faculty needs to be renewed.

The contrast with UMBC in all these areas is dramatic. UMBC is fortunate to have formed its entire faculty within a relatively recent period, and in having an administration that appears to know what its faculty is doing and is extremely supportive. At the same time it is clear that there is an atmosphere at UMBC which encourages faculty grant writing and gives faculty time to do its job.

The need for faculty development at Morgan is a strong one and could be addressed much more decisively by the administration. An active office of grants development should be a part of the plan for the future.

In general there is a quality of the relation of faculty to administration at Morgan that is hard to define. At UMBC, for example, administrators praised their department heads, who in turn, seemed to have a strong sense of being supported in their goals to offer a first-rate education. Admittedly UMBC is a superior small university, but the same atmosphere pertained at Towson. Evidently high school students, or their counselors, are aware of this, too, and it has been necessary to put a cap on Towson student population so that more students are not taken away from Morgan. In the last part of this report we will address some general concerns touched on here and there, to deal, in part, with this serious situation.

Student, Faculty and Other Professional Services

The quality of support services appears to be minimal. Annual allocations which could sustain operations are frozen by the time 30% of them are expended. Numerous reports were made that faculty members were furnishing supplies, services or equipment at their own expense. Secretarial services were fine in music, unsatisfactory in speech communications and drama.

For example, in English there is one secretary for 24 faculty. If the state formula is 1 to 12 this is a serious shortage in an area where a great deal of secretarial help is needed. In English there are two graduate assistants, but each have two freshman English classes, so they are not available to help read papers.

In art there is need for support services in the slide library as well as in monitored studios.

Again the comparison with UMBC is that, while not luxurious by any standards, support services are in place to sustain faculty and program.

Additional Comments

Excepting in traditional academic areas as English and philosophy, the humanities are not housed nor equipped well at Morgan State University. The facilities compare very unfavorably with those at UMBC. The only superior adjunct to the humanities program at Morgan is the library which is adjacent to the fine arts complex, and it is badly equipped and badly maintained. It is astonishing to see such a potentially good facility so ineptly operated and so little used. The humanities collection has some very serious gaps in recorded holdings and play-back machines. One librarian reported that half of the machines have been vandalized and were therefore unplayable and that the others could not be played because there was no money to by phonograph needles! Morgan is in greater need of humanities equipment replacement and/or repair than any of the six institutions visited for purposes of this report. The equipment and supplies budget might see them through the year, in a very limited way, but the history of the situation shows that the humanities budget is frozen by November when only 30% has been expended and that no replacement funds are forthcoming. It is difficult to understand how these programs have continued with such sub-standard financial support.

Degree programs in the humanities at Morgan include art, art education, English, foreign languages, music education, philosophy, speech communications and theatre arts. The master's degree is offered in English and music. UMBC offers similarly titled undergraduate degrees, excepting the educational component of art and music. At UMBC, a recently approved Ph.D. degree in ethnomusicology is offered at the graduate level as well as several courses in American Studies, classical languages, dance, English, French, German, music, philosophy, theatre, the visual and performing arts. An essential difference in the offerings of the universities is the emphasis on teacher preparation at Morgan while the UMBC orientation is more on liberal arts and research. These differences are also observed in the two faculties, with a few notable exceptions.

Since Morgan is changing its direction away from the emphasis on teacher preparation many of the problems in faculty development, leaves, study grants, and so on are especially critical at this time. Faculty do need redevelopment and time and energy to switch gears. Crucial also is the extraordinary job in education that Morgan is called upon to do, that is, in contract to UMBC (or Towson). Its students are almost all black, and many of them come from inner city high schools with inadequate college preparation, and from families in which college has never played a role. This mission is both the pride and problem of Morgan. Each faculty member is acutely aware of it and extremely dedicated to it. They share the educational concept that a student's record at the end of the high school does not necessarily define his achievement by the end of college.

Morgan has a long and proud history, and its present opportunities for educational excellence are still strong, although temporarily in great difficulty. Since the social needs it addresses are so clear and intense, it does seem that both additional state and federal funds are called for. But, these funds must be targeted so that they reach the immediate teaching situation.

It was a pleasure to visit UMBC. The buildings and grounds are clean, well-designed for the most part and well maintained. Faculty offices are clean, neat, well equipped, and there is a sense of adequate support services and essential equipment. The administration is in touch with its faculty and their programs, and proud and supportive of their role in education. Any student, parent, or counselor who visited UMBC would be extremely impressed and excited about it. It seems, too, that there is every support for the large number of black students going there, and that they will get a fine education.

As mentioned earlier, the contrast with Morgan in almost all cases is extreme. Only the dedication of the faculty seems to compare. The intention of the recommendations made so far is to support that faculty and return Morgan to a place of pride in its achievement.

CHAPTER 8

INDUSTRIAL ARTS

INTRODUCTION

The conduct of the study of Industrial Arts in the Enhancement Study was somewhat different from studies made in the other subject areas studied. First, there was no criterion institution used because neither Towson State University nor University of Maryland - Baltimore County offers courses in the field. Secondly, only two of the four historically black institutions offer industrial arts; namely, Coppin State College and University of Maryland - Eastern Shore. Nevertheless, with these caveats, the industrial arts study was made because it was believed that some assessment should be made of the nature and quality of the programs in the two institutions which do offer industrial arts. The study was undertaken to assess essential program components and to make recommendations based on observations and findings.

COPPIN STATE COLLEGE

In 1968, the Board of Trustees of the Maryland State Colleges approved an Industrial Arts Education program at Coppin State College. The program was implemented in September, 1971 and graduated its first students in June, 1974. This program, along with two others at the University of Maryland's Eastern Shore and College Park campuses, constitute the state's total preparatory offerings for teachers of industrial arts.

The primary objective of the Industrial Arts program at Coppin is to provide teachers competent to teach in the Industrial Arts programs, grades K-12, in and out of the State of Maryland. Included in this objective is the goal to also provide teachers trained to provide Industrial Arts for those students who fall within the definition of "Special Education."

Consultant: Dr. Charles W. Pinckney, Director, Division of Industrial Education & Technology, North Carolina Agricultural & Technical State University, Greensboro, North Carolina.

Candidates who successfully complete the curriculum leading to a baccalaureate degree in this field will have met teacher certification requirements in Industrial Arts, K-12.

The president of Coppin State College has had a continuing concern for the future development of their Industrial Arts Education program. Growing out of this concern an ad hoc Advisory Committee was formed in 1977 to study the problem and make recommendations for its enhancement. The committee of 9 consisted of appropriate state education officials, representatives of Baltimore City and County Public Schools, University of Maryland and Coppin State College. The committee did a comprehensive study of factors that impact (or potentially impact) on the success of the Industrial Arts program at Coppin. Included in their study was a survey of 1018 industrial teachers throughout the state to determine where they received their preparation and their age-range. Data was also collected from local education agencies, upon which projections of future needs for industrial arts teachers could be made. The study clearly indicated that a teacher shortage existed in Industrial Arts Education and that only 39.2% of such teachers hired were prepared in institutions in Maryland.

The report of the ad hoc Advisory Committee recommended full support for improving the Industrial Arts Education program at Coppin, including additional full-time faculty, implementing projected plans for renovating and equipping Frances Murphy Research Center. This report was completed February 17, 1978 and forwarded to the college's president. In spite of its age, it contains useful data, sound rationale and definitive recommendations in reference to the program.

Faculty Resources

The faculty for the Industrial Arts Education program at Coppin consists of two full-time and three part-time persons. The chairperson of the department holds the doctorate. The second full-time person holds a master's degree.

Because of an unusual arrangement in creating this program, most of the technical laboratory instruction is provided off campus in local high schools by selected high school instructors who serve the industrial arts teacher program on a part-time basis.

Curriculum

The Coppin program is approved as a certified teacher education program and also meets the requirements of industrial arts programs as set forth by the National Council on Industrial Arts Education.

Student Selection and Services

Admission to the Industrial Arts Teacher Education program conforms to institutional requirements for admission to teacher education. All applicants are requested to declare their intention at the time of their initial enrollment in the college, or as soon thereafter as this decision is reached. Formal application is made after the student has completed 45 semester credits.

To be accepted as a candidate for the teacher education program, the applicant must:

1. Satisfactorily complete one of the Psychological Foundations courses during the sophomore year.
2. Acquire a cumulative average of 2.10 during the first two years.
3. Demonstrate evidence of competence in the communication and computation skills.
4. Show aptitude for and an interest in teaching.
5. Possess personality traits and characteristics necessary for success in teaching.
6. Be recommended to the Division of Education by the department of Industrial Arts Education.
7. Be approved by the Teacher Education Council

A student who has been denied admission to a teacher education program may apply to the Teacher Education Council for reconsideration. If denied admission the second time, the student is advised to select another major. The College Catalog (1980-81) pp. 185-186 states the requirements for retention in teacher education, admission to student teaching and the Exit Procedure. The system provides periodic "checks and balances" on student progress and requires meeting necessary competency standards prior to exiting the training program.

A faculty/advisee system is in place. Counselling, Career Planning and Placement, Minority Relations and a college orientation program are provided by the college to all students.

The number of students currently enrolled in the Industrial Arts Education program was reported as being between 35 to 40.

Equipment and Facilities

The Industrial Arts Education program is housed in the Frances L. Murphy Research Center on Coppin's campus. This building was erected in 1961 as a laboratory school for elementary education teachers and has since been reassigned to the Division of Nursing and the Department of Industrial Arts. Space designated for the Industrial Arts program is quite adequate in terms of its current needs and projected growth. Offices, classrooms and drafting rooms are equipped for their respective functions. The remaining rooms have been assigned to accommodate technical laboratories but they have not been equipped nor renovated to provide such service. Technical laboratory instruction is currently being provided off-campus in neighboring high schools and a vocational technical center. This off-campus arrangement for laboratory instruction was rejected by the State Department Evaluation Team Visit made in March 1977 and remains an unacceptable practice.

Plans for the complete renovation of Murphy Research Center projects a total of 28,800 square feet to be distributed into 9 technical laboratories, one of which is currently equipped and operational (architectural and mechanical drafting). The other laboratories will provide for instruction in woodworking/construction, graphic arts, general shop, metalworking, power mechanics/fluid power, crafts, electronics communications and electricity/electronics.

Renovation plans also project 4,800 square feet in auxiliary spaces to be distributed equally between classrooms (2), seminar room, curriculum laboratory and storage for audio-visual resources. Of these projections the classrooms are operational.

On campus library and media holdings in support of the Industrial Arts Education program are satisfactory. Adequacy of technical laboratory reference materials was not observed because of off-campus location of these facilities and limitation of time allotted to this visitation.

Program Funding

In reference to funding for current operational expenses the Department head reported no insurmountable problems. Funding for existing staff personnel is provided and allotments for instructional supplies ranges between $1,500 and $2,500 annually.

Funds requested to renovate and equip technical laboratories and auxiliary rooms in Murphy Research Center fall in the category of capital improvements. While these funds have been requested, state appropriations to implement these improvements have not yet been made.

Budgetary support of remaining facets of the program were not identified as sources of problems.

Program Challenges

As a synthesis of evaluations of elements comprising the Industrial Arts Education program at Coppin State College several overriding challenges are identified that confront its present status. Its current situation possesses a number of advantages. The program provides training in a teacher education area where a shortage exists both within the state and nationally. The program is one of only three such programs within the state and is both state approved and nationally accredited. It is geographically located within the most populous region of the state, in ready access to both the schools that would require its services as well as student-trainees. The region is also heavily endowed with commercial and industrial enterprises for whatever support they may provide.

On the other hand, the program is also experiencing some hurdles in its efforts towards further development. The enrollment in the program is weak! The arrangement for completing the technical laboratory portion of the program is both burdensome in terms of meeting time and location (off-campus) and administratively difficult to manage. The faculty of the Department consists of 60% part-time instructors. This proportion of part-time instructors is particularly undesirable for a fledgling program. Although there are other lesser hurdles to overcome, it would appear that the program has more assets than liabilities. Therefore, its continued development would appear warranted with a focus on vigorously confronting its existing challenges.

The program challenges revolve around three concerns:

A. Recruitment of Candidates for Program - Mount a massive recruitment effort that focuses on all possible sources of new students, including high school graduates, technical and community college transfers, in-service teachers seeking industrial arts teacher certification and transfers from other disciplines at Coppin and other colleges.

B. Overcoming Fragmentation of Program Elements - Both the instructional facilities and the teaching personnel need to be brought into a central location (Frances Murphy Research Center would serve this purpose) to provide convenience to students and permit better supervision of course offerings. More full-time instructors would place greater demand for their participation in development into a unified faculty.

C. Facilitating Student Progress/Retention - Projected gain in student enrollment must be accomplished by equal determination to retain those who are admitted. Close attention must be given to student advisement and counselling to ensure that they are apprised of available needed service and, in fact, avail themselves of it. This is suggesting a monitoring of individual student progress to a greater extent than previously attempted.

UNIVERSITY OF MARYLAND - EASTERN SHORE

At the University of Maryland - Eastern Shore the stated purpose of the Industrial Arts Education Program is to prepare secondary school teachers of Industrial Arts through a baccalaureate level curriculum that leads to state teacher certification in this field. Those who complete the program may also qualify for positions in industry or in rehabilitation centers and hospitals where technically-oriented crafts programs are conducted.

Selected course offerings of the Industrial Arts Education Curriculum serve the needs of students majoring in Construction Management Technology and other students who are interested in developing related hobby and leisure-time activities.

Faculty Resources

The faculty of the Industrial Arts Education Program at the University of Maryland Eastern Shore consists of five full-time instructors and one part-time instructor. The chairman of the department holds the earned doctorate.

A new program in engineering technology is scheduled to begin in the Fall of 1981 and will require three additional faculty members. One of the additional faculty members is to be brought aboard this fall. These additions are expected to impact favorably on specialties instruction in the Industrial Arts Education Program as well as technology.

Curriculum Pattern

The curriculum conforms to the pattern established for approved teacher education programs in the institution. The course credits are distributed into categories of general education, professional education, and the teaching specialty for a total of 125 semester credits required for graduation.

This curriculum serves the pre-service teacher training needs and those of candidates from other disciplines who wish to certify as industrial arts teachers. Completion of the program entitles candidates to state teacher certification in Industrial Arts.

Student Selection and Services

Students who intend to pursue a program in teacher education must apply and be approved for admission. Application is made during the second semester of the sophomore year. A grade point average of at least 2.275 must be achieved and demonstrated competency in communicative skills are required by the end of the second year. Admission criteria also require satisfactory rating on personal and social adaptability as determined by the department, approval by the Departmental Faculty and Teacher Education Committees.

The college's catalog 1980-82 lists conditions for retention in the program and criteria for admission to student teaching. The program involves continuous "checks and balances" on student performance and requires fulfillment of criteria beyond passing courses before exiting.

The University maintains a professionally-staffed counseling service and Career Counseling and Placement Office for the benefit of its students. There is also a chartered Industrial Arts Student Club to provide development and leadership opportunities to such student majors.

The current enrollment of industrial arts education students was reported as 25. This compares with 37 in Construction Management Technology.

Equipment, Facilities, and Library

The program in Industrial Arts Education is housed in four campus buildings, one of which is a recently acquired high school building located near the campus entrance. This building houses the department head's office, the graphic arts laboratory, a drafting room and offices for two faculty members. The others are Benjamin Banneker Building that houses wood/construction and masonry laboratories; Benjamin O. Bird Hall that houses the metalworking laboratory, and Frank J. Trigg Hall that houses the power laboratory. While each of these laboratories provide an instructional facility for their respective specialities they leave much to be desired in terms of contemporary accommodations in technological fields. And their scattered location around the campus distracts from a unified concept of the total program.

Since industrial arts involves the study of modern industrial technology, its interpretation is sensitive to the many recent and pervasive innovations that characterize this phase of American life. Effective instruction in this academic discipline cannot be achieved in laboratory settings that are obsolete and fragmented. The current facilities for Industrial Arts Education at the University of Maryland - Eastern Shore are both fragmented and in varying stages of obsolescence.

The Frederick Douglas Library contained a satisfactory collection of reference materials in subject specialities for industrial arts courses and curriculum materials for teachers.

Throughout the laboratories visited there was evidence of supporting instructional materials and utilization of audio-visual equipment in classes.

The Chancellor, Dr. William P. Hytche, revealed a request for a new $5 million Technology Building for UMES that represents the University system's sole building request during the 1981 legislative session. The 1981 Legislature approved the new technology building for UMES, and planning for its construction is now proceeding.

Funding

In reference to current operational expenses the Department head reported no insurmountable problems. Allotments for both staff and instructional supplies have been and continue to be consistent. The department has recently benefitted from special capital allotments to purchase needed furnishings and equipment for selected laboratories. The staff participated in specifying and making plans for proposed new technology building. They have regularly sought inputs from area advisory committee members in planning for program improvements.

Program Challenges

As a synthesis of evaluations of elements comprising the Industrial Arts Education at the University of Maryland - Eastern Shore several challenges are identified that confront its present status. Among the assets listed for the program are the fact that it provides training in a subject area where teachers are in short supply within the state and nationally. The program is operational, approved by the state and located in a region of the state where such training is not duplicated in other teacher training institutions. The program also provides selected course offerings that support curriculum requirements in the Construction Management Technology program and other students interested in developing hobby and leisure-time activities.

On the liability side of the ledger the program has a very low enrollment. Its peninsula location reduces the likelihood of attracting a large number of students into this specific teaching major (as well as other majors generally) and the arrangement for providing instruction in this major field at UMES is both fragmented and logistically difficult to manage.

Although there are other less intense hurdles to overcome, the overall climate for further development of the program has more positive indicators than negative ones. It would therefore appear warranted to promote developmental efforts that are targeted towards growth in the cluster of disciplines that encompass industrial arts education. Reference is made to programs in the technologies that relate to industrial occupations. Obviously, UMES and the faculty in Industrial Education and Technology have made some study and projections for new programs that relate to technology. It would appear sound strategy to proceed in the direction of general industrial technologies rather than highly specialized sub-divisions in this cluster. General technological programs should broaden the appeal to new and transfer students and increase placement possibilities upon graduation.

Three outstanding challenges confronting the program are:

A. Overcoming Fragmentation of Program Elements - This will require bringing instructional facilities into one building or complex where the entire faculty and students can work in a unified setting. This could be accomplished in an existing structure with possible modification or better realized in a new building.

B. Developing New Related Programs/Options - Within the framework of industrial technological instruction the departmental faculty should identify and pursue program planning in related areas that would, when put into operation, enhance the attractiveness of their offerings. It is significant that future planning projects educational opportunities that do not now exist in the Eastern Shore area and preferably opportunities that permit building upon or extending training currently provided in area high schools and postsecondary institutions.

Because of the limitations imposed by the geography of the area served by UMES including its economic/population base, developing programs that have wide and general appeal are likely to be more successful than programs that are highly specialized and that have limited appeal.

C. Recruitment of Candidates for Programs - Since the Industrial Arts Education Program is currently under-enrolled and it is one of two programs offered by the Department, the focus of recruitment efforts should be on all programs including those projected for implementation in the forthcoming year. The survival of the Department's offerings is contingent upon attracting a "respectable number" of students. Until an increase in the number of students served can be achieved and maintained all offerings of the Department will be in jeopardy.

In addition to regular resident students, the recruitment effort could explore the extension of continuing education service to populate centers throughout the geographic area designated for UMES. There may be a ready-made market or one may be created for the types of instructional offerings that the program staff is capable of delivering.

CHAPTER 9

NURSING PROGRAMS AT TOWSON STATE UNIVERSITY, COPPIN STATE COLLEGE, AND BOWIE STATE COLLEGE

TOWSON STATE UNIVERSITY

Program Quality

Nursing is one of five departments in the Division of Applied Sciences. The Bachelor of Science degree in nursing has been offered at Towson State University since the first group of students was admitted in 1972. The first class graduated in June, 1974. Since its inception, the curriculum has been designed around the episodic-distributive nursing care concept.[1] Courses in the upper division have been developed and sequenced to promote in each semester an episodic and a distributive course. In the final term an area of interest is selected, either episodic or distributive.

The University requires completion of 120 credits of "C" work or better for graduation. The nursing program requires a total of 127 credits for graduation. Students take 14-17 credits per semester.

During the first two years at Towson State University students complete a total of 62 credits as follows:

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[1] National Commission for the Study of Nursing and Nursing Education, An Abstract for Action (New York: McGraw-Hill Book Company, 1970), pp 92 & 99.

Consultants: Dr. Elnora Daniel, Dean, School of Nursing, Hampton Institute, Hampton, Virginia.

Dr. Georgie Labadie, Dean, School of Nursing, Florida Agricultural & Mechanical University, Tallahassee, Florida.

	ENG	NAT SCIENCE	MATH	PE	SOC SC	NURS	HUM ELECTIVE	NUT	TOTAL
Freshman	3	16	3	1	6	0	3	-	32
Sophomore	-	8	-	-	3	4	12	3	30
Subtotal	3	24	3	1	9	4	15	3	= 62

Upper Division. Students complete 65 credits in upper division courses as follows:

Junior	-	-	4	-	-	26	3	-	= 33
Senior	-	-	-	-	0	26	6	-	= 32
Subtotal	-	-	4	-	0	52	9	-	= 65
Total	3	24	7	1	9	56	24	3	= 127

A lower division provides the general education and prerequisite base and an upper division offers the major in nursing. The major itself comprises 56 credits, or 44 percent of the 128 credits. Fifty-two, or 93 percent of the nursing credits are in the upper division. In addition to nursing there are 13 liberal arts and science credits in the upper division.

Ten of the nursing courses require a clinical laboratory component. Each student must take nine of these courses to complete the program. In each upper division semester students have two 8-hour days of clinical distributive (community) settings.

The quality of the program can be assessed from several perspectives. In terms of accreditation, it enjoys both state approval through the State Board of Examiners of Nurses and professional accreditation through the National League for Nursing. In terms of the performance of graduates on the licensing examination, the pass rate has averaged over 90% at the first sitting since the writing by the first class in 1974.

During the visit, the consultants conferred with professors in the Departments of Chemistry, Biology and Psychology. Required cognates were described in relation to their contribution to the nursing major.

Biology. A general biology course is required as a prerequisite to the year long course in anatomy and physiology. Nursing shares these courses with majors in pre-med, biology, physical education, and occupational therapy. Four full-time professors in the area of anatomy and physiology regularly teach courses in these areas. All biology courses taken by nursing students require a laboratory component.

Chemistry. The Chemistry Department provides instruction in inorganic, organic, and biochemistry over a two-semester period. Nursing students were described as having difficulty with the courses due to the limitation in the mathematics background which they bring to the course. Nursing shares these courses with majors in physical education, health sciences, and allied health. Although there is a high attrition rate (45 - 50%), students who successfully complete the course score well on standardized tests given in chemistry. Tutorial assistance is provided by chemistry to any students enrolled in chemistry courses needing assistance. The two chemistry courses taken by nursing students require a laboratory component.

Psychology. The general psychology courses deal with both the content and the methodology of psychology. They provide the basis for upper level courses which students may take as either required or elective options. The human development course spans the age cycle from prenatal to aged. There are, in addition, upper level courses in the four major age categories.

The faculty load for each of these areas was described as 12 credits. Each group of faculty was knowledgeable about the curriculum in nursing and the contributions made to nursing by the disciplines represented.

Faculty

During the Spring Semester of 1981 Towson State University's Department of Nursing employed fourteen (14) full-time, seven (7) part-time faculty members and one (1) full-time administrator. Of the twenty-one (21) individuals, nineteen (90%) have Master's degree preparation; one (5%) has Doctoral preparation. One person has only baccalaureate degree preparation (5%), however, she works in the skills laboratory on a part-time basis for 16 hours per week. Thus, twenty-one (21) faculty persons and the Department Chairperson are responsible for implementing the nursing program.

Although the undergraduate preparation of the nusing faculty represents various academic institutions, fifteen (15) of the 22 (68%) persons employed received graduate degrees from one institution. This creates a high number of faculty members employed who are graduates of the same institution.

The graduate preparation of the School of Nursing faculty members represents the following clinical specialty areas: Five Community Health Nursing; nine Medical/Surgical Nursing; three Psychiatric Nursing; two Maternal Child and one Maternal-Infant. This data reveals an inadequate number of faculty persons with graduate preparation in the area of Obstetrics and an over supply of persons with graduate preparation in Medical/Surgical Nursing.

The teaching experience of the twenty-one nursing faculty members varies from zero to ten years for the full-time faculty and three to ten years for the part-time faculty persons. Much of this teaching experience was obtained at Towson State University.

The average faculty load, as indicated by the Department Chairperson, is twelve or eighteen contact hours per week. This work load is the same work load in all departments in the Applied Sciences Division. It is high when compared with the work load of other Towson State University faculty members. In addition, faculty maintain a 1:8 student/teacher ratio by taking three separate groups of students to the clinical agency each week. This procedure produces excessive work loads for nursing faculty members.

Faculty research and publication activities are limited. These efforts have been curtailed by excessively heavy work loads. Several faculty members are engaged in various types of professional and community service activities. Only two are currently doctoral candidates, and few grantsmanship efforts have been undertaken.

Of the fourteen full-time faculty members, nine (64%) are tenured. There are two (14%) Associate Professors; Eleven (79%) Assistant Professors and 1 (7%) Instructor. Of the seven part-time faculty members, six (86%) are Assistant Professors and one (14%) is an Instructor.

Athough faculty conference attendance is average, few serve as conference participants. Limited travel funds also curtail extensive faculty travel to conferences and workshops remote to the Baltimore area. In 1978-79, $514 was available. In 1979-80, $475; and, 1980-81, $950. These allocations were expanded by federal capitation funds which may not be available in 1982.

Support Staff and Services

The Department of Nursing employs two full-time secretaries which creates a secretary to professor ratio of 1:10. This ratio is quite high and decreases the quality of secretarial services provided. It is, however, an average ratio for the University. One secretary is utilized to provide academic counseling services to students enrolled in both the lower and upper divisions of the nursing program, which subsequently decreases the productivity and the amount of services provided to faculty members and students. Funds are available for student help.

Telephone and duplicating services within the School of Nursing are adequate.

Students

Student applications are received and acted upon for admission to the University through the Admissions Office. Applications are screened by the Department in the fall of the sophomore year in preparation for entry into the nursing major which begins in the spring term of that year. Nursing is a limited access program admitting 64 students into the major each year. This is up from 55 a year ago. The number of applicants screened over the past three years (1978-1980) has ranged from 90 to 139. The attrition rate for the three classes of 1979, 1980, and 1981 has averaged 8.4 percent. The University administration seemed supportive of an increase in the number of R.N. students admitted. They were admitted for the first time in 1979. There are currently 2 full time and 4 part time R.N. students among the 174 enrolled in the program. Challenge opportunities are available for R.N. students. Transfer students may be admitted from other colleges and universities.

In Fall, 1979 the lowest GPA on admission to nursing was 3.14; in Fall, 1980, 3.39 (Sciences 3.29); and in Fall, 1981, 3.00. A "D" grade is permitted in only one of the science prerequisite courses.

In Fall, 1979, the University reported that the High School GPA of entering freshman was 2.95. The SAT score was 895 (V. 431, M. 464). Success in the program is predicted by the entering GPA which has been set at a minimum of 2.5 on a 4.0 scale.

Of the 174 students currently enrolled, the average age is 22.5, with an age range of 19-44. Nineteen (19) are married, 12 are minorities (an Asian, 4 black, 7 males) and 22 are second degree students, including one who holds a master's degree. Ethnic minority enrollment includes 1 Asian and 4 blacks (2.8%). The low ethnic minority enrollment is viewed as a problem.

To date, 295 Bachelor of Science degrees with a major in nursing have been awarded. An additional 50 (including 2 registered nurses) will graduate at the end of 1980-81 academic year. No comprehensive data on graduates of the program are available at the time of the consultants' visit.

Physical Facilities

The Department of Nursing is located on the first floor of Burdick Hall. Office space for the Department Chairperson, 14 full-time and 7 part-time faculty members is also provided in this edifice. Two faculty members share each office space allocated; thus faculty and student privacy needs are minimized. Each shared office is equipped with two desks and a telephone. Classroom space for the nursing program is inadequate. Two classrooms and one skills laboratory are available for student and faculty utilization. The skills laboratory is poorly organized, crowded, and lacks adequate equipment for optimum utilization. Burdick Hall does not provide space for faculty or student research activities. However, a satellite media center supplies the nursing department with adequate hardware. In addition, a collection of filmstrips, filmloops, and audio cassettes is stored in the skills laboratory. A small collection of nursing textbooks, journals and periodicals is available in the faculty and student reading rooms. These areas are small and lack adequate space for student use.

A review of a report from the Maryland State Board of Examiners of Nurses indicates that the library's collection of nursing textbooks, journals and periodicals is inadequate and needs updating.

The properties list of equipment acquired by the Nursing Department indicates that the equipment age ranges from one to eleven years. A large amount of office equipment was purchased in 1969. There were few purchases made in 1970; however, an increased amount of instructional equipment was purchased during 1972 and 1975. An additional supply of office equipment was also purchased in 1979 and 1980. The instructional hardware for the School of Nursing is adequate and enhanced by the satellite media center.

The state and capitation equipment budgets are adequate for the Department of Nursing. For the 1978-79, the department was allocated $2,617 for equipment. The equipment allocations for 1979-80 was $4,183, and for 1980-81, $4,624. The equipment maintenance budget for 1978-79 was $154; $2,241 for 1979-80. No funds were allocated for equipment maintenance in 1980-81. For 1978-79, the federal capitation funds, used for travel, amounted to $431; in 1979-80, $4,441; and $5,000 in 1980-81.

Funding of the Nursing Program

The budget allocation for Towson State University (both federal and state) for the fiscal year 1980 was $34,857,000. Of this amount, $434,428 (1.2%) was allocated to the Department of Nursing. The actual state allocation was $410,086. The state allocation to Towson State University as a whole was $34,554,000 of which 1.2 percent was allocated to the Department of Nursing.

Towson State received $3,777,000 for maintenance during fiscal year 1980 of which $0 (0%) was allocated to the Department of Nursing.

The average Towson State University faculty salary for the rank of Assistant Professor for fiscal year 1980 was $20,479. The Assistant Professor salary for the Department of Nursing for the same period was $22,041. The average Department of Nursing faculty salary for the rank of Instructor at Towson State University was $17,081 for the fiscal year 1980. Instructors in the other disciplines received the same salary for the same period of time.

Budget appropriation by the State and made available for Faculty-Staff travel for Towson State University for the 1980 fiscal year amounted to $220,000. The Department of Nursing received $950 (.4%) of this amount. However, this department was able to supplement the University's allocation with federal capitation funds which may not be available in the future. Thus, travel funds are exceedingly low for the Department of Nursing at Towson State University.

The budget for the Department of Nursing at Towson State University is presented below for fiscal years 1978, 1979 and 1980.

Towson State University
Department of Nursing
Budget

	1980-81	1979-80	1978-79
Salaries	$388,617	$377,996	$236,810
Technical and Special Funds	3,450	28,450	12,750
Travel	950	475	514
Contractual Services	3,440	2,300	1,028
Supplies and Materials	6,875	10,149	2,571
Equipment Repair	0	2,241	154
Equipment Addition	5,524	4,183	2,617
Communication	0	0	0
Fiscal dues and Subscriptions	1,230	950	885
Capitation Funds	24,342	23,497	25,467

The Department reported that capitation funds for the past three fiscal years have been utilized for the following budget items.

	1980 - 81	1979 - 80	1978 - 79
Salary (Secretary) + part-time Lab Instructor	$	$17,689	$21,194
Travel		4,786	6,625
Supplies		4,467	2,218
Equipment		43	4,441
Technical Fees		6,834	6,095
Fiscal charges		1,016	213
Contributions		1,490	1,907

The Department of Nursing has not received any state budget allocations for student support services or fixed charges during the past three fiscal years.

In summary, the quality of the faculty of the Department of Nursing at Towson State University appears adequate with the exception of adequate faculty in the area of Maternal-Infant nursing. Other areas of concern include: (1) high percentage of faculty members with graduate preparation from one institution (2) high faculty workloads (3) limited involvement with scholarly activities such as professional writing, grantsmanship, research and community services.

The support staff appears to be limited with a secretary to professor ratio of 1:10. Physical facilities also appear to be somewhat inadequate in the area of faculty offices.

Funding for the Department of Nursing appears adequate in the area of faculty salaries. However, budget allocations for equipment repair and faculty travel are low.

COPPIN STATE COLLEGE

Program Quality

Nursing is one of five divisions in the college. In addition to nursing there are the Divisions of Graduate Studies, Liberal Arts and Sciences, Education, and Extension and Experimental Programs. The Bachelor of Science degree in nursing has been offered since 1974. The first class graduated in 1977. The curriculum has as its major focus that of preparing a graduate who can function as a professional nurse in narrowing the gap between man's health state and man's potential. The professional nurse does this by assessing and intervening in physical, cognitive and personal health deficits.

The college requires the completion of a minimum of 128 credit hours with an over-all grade point average of 2.0 on a 4.0 scale. A minimum grade of "C" must be earned in all major courses and in those for which departmental requirements specify that the student earn such a grade. The nursing program requires 127-133 credits for graduation. Students take 13-18 credits per semester.

During the first two years at Coppin State College students complete a total of 65-66 credits as follows:

	ENG	NAT SC.	MATH	PE	SOC. SC	NURS	HUM	ELECTIVE	NUT		TOTAL
Freshman	9 (3)	12	3	-	3	6	-	-	-	=	33
Sophomore	-	8	-	1	9	7	3	2-3	2	=	32-33
	9	20	3	1	12	13	3	2-3	2	=	65-66

Students complete 62-67 credits in upper division courses as follows:

	ENG	NAT SC.	MATH	PE	SOC. SC	NURS	HUM	ELECTIVE	NUT		TOTAL
Juniors	-	-	-	1	6	18	8-9	-	-	=	33-34
Seniors	3	-	3	-	-	15	-	8-12	-	=	29-33
	3	-	3	1	6	33	8-9	8-12	-	=	62-67
Total	12	20	6	2	18	46	11-12	10-15	2	=	127-133

The curriculum is characterized by a lower division which provides the general education and prerequisite base and an upper division major in nursing. The major itself comprises 46 credits, or 36 percent of the total 127 credits. Thirty-three, or 72 percent, of the nursing credits are in the upper division. In addition to nursing there are 29-34 liberal arts and science credits in the upper division.

The division offers courses to accommodate three curriculum plans: (1) The two-year plan is designed for students who are registered nurses. These students are permitted to transfer English, social sciences, and natural sciences. Students with previous nursing experience can challenge out of up to 31 credits of nursing courses. In addition, they may earn up to 28 credits in nursing through advanced placement tests. A plan for such tests was reviewed which utilized a component of written and practical examinations. (2) 3 year plan. The three-year plan is designed for students who have completed most of the supportive courses prerequisite to the nursing major. (3) The four-year plan is designed for beginning students with no previously earned college credits.

There are thirteen courses in the nursing major. One of these, 1203.203 - Introduction to the Conceptual Foundations and Assessment Skills of Nursing, is offered to the registered nurse student to introduce the curriculum model, conceptualizations of health, and intervention strategies. This course is given in place of 1203-101 and 1203:102. Of the twelve remaining courses seven courses, require a clinical laboratory component.

In assessing quality of the instructional program, it was noted that the program is approved through the State Board of Examiners of Nurses and accredited by the National League for Nursing. In terms of the performance of graduates on the licensing examination, the pass rate is remarkable in its change in the past year from a low of 22.2 percent in July 1978 to 68.4 percent in July 1980 for "regular candidates" (candidates taking the examination for the first time) as described by faculty.

The consultants conferred with professors in the Departments of Chemistry, Biology and Applied Psychology. Required cognates were described in relation to their contribution to the nursing program.

Biology. Human anatomy and physiology constitutes a two semester sequence which students are scheduled to take during the freshman year. Although zoology is listed as a prerequisite, nursing students have not been required to take this course. This is due, in part, to the fact that the course sequence for nursing students was designated this way at the inception of the program. Because of a high failure rate due to students entry level knowledge, a course has been designed (Comprehensive Study of Life Science) to provide content in biology, elementary chemistry and computations.

Chemistry. The Chemistry Department provides a two-semester course sequence which includes inorganic, organic, and biochemistry. Nursing students were described as having difficulty due to limitations in mathematics preparation on entry. Therefore, faculty in chemistry strongly recommend that students take a 2 credit course in Problem Solving in Chemistry as a prerequisite or co-requisite course. This particular course is also recommended for all students with a major in science. However, the two-course chemistry sequence is only required for nursing majors. Audio visual aids have been secured by the department to assist students in the understanding of the concepts and principles.

Psychology. The students are required to take four courses in Psychology, an introductory course, a developmental psychology course spanning the life cycle from conception to senescence, an educational psychology course with a fieldwork requirement, and a course in small group analysis. The students were described as highly motivated and interested.

There was general consensus that the nursing program was highly vigorous and that all students who desire to enter into and succeed in it are not successful in doing so. It was also pointed out that students take placement examinations on admission and may either be placed in skills courses (English Writing, Reading or Mathematics) or courses in the regular program sequences. The skills courses do not; however, replace any of the general education requirements. Therefore, it may be necessary for programs to be lengthened beyond the 4 years required in the regular program sequences.

The faculty load for each of the cognate areas was described as 12 credits with a range from 12 to 18 contact hours. All area representatives cited the need for laboratory facilities to meet the minimum requirements for implementation of the courses offered.

Faculty

Currently, the Division of Nursing of Coppin State College has eight (8) full-time faculty members, one (1) part-time faculty member, and (1) administrator. Of these ten (10) individuals, seven (70%) have Master's degrees and three (30%), including the Dean, have doctoral preparation. Thus, ten (10) faculty persons and the Division Director are responsible for implementing the nursing program.

Graduate preparation of the Division of Nursing faculty members represents several academic institutions. However, four (44%) of the nine faculty members employed received their graduate preparation from the same institution. This factor should be considered in future employment decisions.

Faculty graduate preparation represent the following clinical specialty areas: two Psychiatric Nursing (one adult and one child), two Community Health Nursing (one Family Centered and one Child Centered), and three Medical/Surgical Nursing Care Acute Medical/Surgical and one Gerontological Nursing and one Midwifery with a degree in Public Health. Currently, the Division of Nursing does not have a faculty member with clinical specialization in Pediatric Nursing.

The teaching experience of nursing faculty at Coppin State College prior to their current positions at Coppin, varies from zero to thirteen years. Their research, publication, grantsmanship and community service activities are limited, although several faculty members have participated in such activities.

Of the eight full-time faculty members, four (50%) are tenured. There are three (38%) Assistant Professors; three (38%) Associate Professors; and two (25%) Professors.

The average faculty load, as indicated by nursing faculty members, is 12-15 credits. This workload creates a 20-34 hour contact load because faculty utilize a 1:6 ratio for all clinical or laboratory components of clinical nursing courses. In some instances faculty are forced to take 4 different groups of students to the clinical agency each week, this creating a 1:24 ratio. A faculty member may be assigned to take both junior and senior level students into clinical agencies during the same semester. This procedure is implemented for the following reasons: (1) to generate required FTE's, (2) to accommodate team teaching requirement and (3) to compensate for inadequate numbers of faculty members. This workload is high as compared to contact hours of faculty members teaching in other disciplines at Coppin State College.

During the 1980 fiscal year, $1,100 was allocated for faculty travel in the Division of Nursing budget. Faculty attendance at national conferences, workshops and seminars was limited. Faculty vitae revealed limited presentation of papers, workshop participation, or consultation activities.

Support Staff and Services

Two secretaries are employed by the Division of Nursing, although one is employed on soft monies, creating a 1:4.5 professor to secretary ratio. Telephone and duplicating services are adequate, as all faculty offices contain telephones and two Xerox machines are available for faculty use.

Students

Applications for admission to the Division are screened by the Admission Review Committee. The criteria which are used are found in the college catalog. Students who must take developmental courses must complete them prior to beginning the nursing courses. Because the first nursing course is taught in the first semester of the freshman year, a delay in starting this course will automatically lengthen the program.

The program admissions goals are 80 generic students and 40 registered nurses each year. However, faculty explained that these goals were set at a time when faculty resources were greater. In addition, they stated that with the implementation of more stringent admissions requirements, the numbers of students who qualify for admission have decreased.

There are currently 155 students enrolled in the Division. Of these, 20 are registered nurses and 80 are enrolled in the upper division. In addition, the faculty estimated that there may be as many as 200 students in the college trying to qualify for admission to the program.

Success in the program is predicted by the entering GPA from high school (2.00) along with other admissions criteria. A minimum grade of "C" is expected in all required courses.

The majority of the students enrolled in the college and the Division are black. Since 1977, the program has graduated 95 students. Of this number 5 or 5% were non-black.

Physical Facilities

The Division of Nursing is located on the second floor of the Frances L. Murphy Research Center. Five rooms have been designated to house eight faculty members. Space is available which could be used to create additional faculty offices. Faculty currently share offices, with two persons assigned to each office space.

A skills laboratory is available for student and faculty use. This facility has adequate space, although it is in need of minor renovation. It contains supply cabinets, a sink, and four hospital beds. In addition, a large room has been allocated for a student reading room. Adequate classroom space is also available.

Although not allocated as such, space is available for faculty and student research efforts. A good collection of software is available in a storage room. However, hardware or equipment necessary for viewing the various films, filmstrips and video cassettes is grossly inadequate. In addition, some items of hardware available for use are in need of repair. No maintenance budget was allocated for 1981. The equipment replacement budget was $1,180.

The inventory list does not indicate age of equipment or date of software purchases. Inspection of available equipment revealed that it was antiquated. The software collection was current and up-to-date.

The Divisional budget amounts for equipment for 1979, 1980, and 1981 are shown below:

	1979	1980	1981
Equipment Replacement	$719	0	$1,180
Equipment Additional	$5,675	0	0

These data indicate that funding for additional equipment was inadequate for 1980 and 1981. Much of the Division of Nursing's equipment is outmoded and outdated.

Funding of the Nursing Program

The budget allocation for Coppin State College for the 1980-81 fiscal year, excluding capital funds was $8,644,947. Of this amount, $336,088 (3.9%) was allocated to the Division of Nursing.

The average Coppin State College faculty salary, across ranks for fiscal year 1981, is $20,588. The average instructor's salary in the Division of Nursing for 1980 was $15,216. However, the average nursing faculty salaries for the rank of Assistant Professor, Associate Professor and Professor appear to be substantially lower than persons with similar rank in other divisions, as shown by the following data:

	Nursing Division 1981	College 1981
Assistant Professor	$17,485	$18,948
Associate Professor	20,431	22,405
Professor	27,873	31,357

Budget appropriation made by the State and available for the entire Coppin Faculty/Staff travel for fiscal years 1980-81 was $14,500 in FY 80 and $14,518 in FY 81. The Division of Nursing received $1,100 in 1980 (7.6%) and $825 in 1981 (5.8%).

Coppin State College generated $1,849,000 in tuition and fees for the 1980 fiscal year of which $59,500 (3.2%) was produced by nursing students.

The Division of Nursing's budget at Coppin State College is presented below for fiscal years 1978, 1979, 1980 and 1981.

Coppin State College
Division of Nursing
Budget

	1978	1979	1980	1981
Salaries		$426,065	$486,391	$301,002
Technical & Special Funds		40,912	28,588	9,000
Communication		-	-	-
Travel		1,734	1,100	825
Contractual Services		154,542	59,870	[illegible],200
Supplies & Materials		2,844	8,450	3,300
Equipment Replacement		719	-	1,150
Equipment Addition		5,675	-	-
Grants Subscriptions		33,963	9,442	-
Fiscal Changes		4,388	16,510	7,600
Total approx. expenses		203,865	95,372	20,086
Total Expenditures		607,842	610,351	336,088
Capitation Funds		—		15,084

In summary, the quality of the faculty of the Division of Nursing at Coppin State College appears adequate with the exception of the need for a qualified faculty member with clinical specialization in pediatric nursing. Other areas of concern include: (1) high percentage of graduate degrees from one institution (2) low productivity in the areas of professional publication, grantsmanship, Research and other scholarly activities and (3) heavy workloads. Currently, the Divisional support staff appears adequate, although loss of federal funds could change this assessment. Divisional physical facilities are also adequate but in need of renovation. The equipment budget for the Division of Nursing is inadequate. An apparent inequity in nursing faculty salaries, in comparison to other divisions within Coppin State College, appears to exist.

BOWIE STATE COLLEGE

Program Quality

Nursing is a program in the Department of Mathematics, Science, and Nursing, one of 10 departments at Bowie State College. The nursing program started as an upper division program for registered nurses. The college is currently involved in a needs analysis in anticipation of a 1982 (Spring or Fall) starting date for the generic program.

The Bachelor of Science degree in Nursing is a new degree offering for the college. The first graduates completed the program in May, 1981. The three major components of the program are management-leadership, physical-psychosocial assessment, and community health. Within these three components, stress-adaptation, systems, and holistic man provide the basis for a conceptual framework to guide the organization for the nursing major.

The college requires completion of a minimum of 120 credits with a cumulative average of 2.0 (on a 4.0 scale) or better. The Nursing program requires a total of 125 credits for graduation and a cumulation average of 2.5. Students take 9-18 hours per semester.

During the first two years at Bowie State College, students earn a total of 80-82 credits as follows:

	Eng	Nat Sci	Math	P.E.	Soc. Sc	Nursing	Hum.	Orien-tation	Nutri	Total
Freshman	6	8	3	1	6	challenge	6	1	-	= 31
Sophomore	3	6-8	-	1	9	Exams	3	-	3	= 25-27
Subtotal	9	14-16	3	2	15	24	9	1	3	= 80-82

Students complete forty-three credits in the upper division as follows:

	Eng	Nat Sci	Math	P.E.	Soc. Sc	Nursing	Hum.	Elective	Nutri	Total
Junior	-	4	-	+	3	3	-	-	-	= 10
Senior	-	-	-	-	3	30	-	-	-	= 33
Subtotal	-	4	-	-	6	33	-	-	-	= 43
Total	9	18-20	3	2	21	57	9	1	3	= 123-125

The curriculum is characterized by a lower division which seems to provide approximately 65 percent of all credits in the lower division. The major itself comprises 57 credits, or 46 percent of the total 125 credits. Twenty-four of the nursing credits may be earned through challenge examinations. Sixty credits may be transferred from other institutions. Thirty-three credits, or 58 percent of the nursing credits are in the upper division. In addition to nursing there are 10 liberal arts and science credits in the upper division.

The nursing program offers courses to accommodate the registered nurse student. Because of this, prerequisite courses and general education courses which are required are completed by one of three ways:

1) CLEP - Students may receive advanced credits through the college level examination program (CLEP) in accordance with established college procedures.
2) Challenge - Nursing challenge examinations offered by the American College Testing Program may be taken. The examinations, limited to 24 earned credit hours, are taken for nursing courses not offered at Bowie State College.
3) Enrollment - Students may enroll in courses offered at Bowie State to satisfy the program requirements at the lower level.

In addition, at the upper level, three tracks have been planned to assist the student to complete the nursing program. Plans are available to assist students with completing nursing courses over two, three, or four semesters. These tracks are:

PLAN A

Fulltime student two semester sequence

404 Concepts IV = 9
303 Leadership = 3
403 Theorists = 3
406 Nsg. Elective = 3
18

401 Concepts III = 9
402 Practicum = 3
405 Nsg. In Soc. = 3
15

PLAN B

Student taking - - 12 credits per semester
(Three semester sequence)

303 Leadership = 3
403 Theorists = 3
402 Practicum = 3
9

404 Concepts I. = 9
406 Nsg. Elective = 3
12

401 Concepts III = 9
405 Nsg. In Soc = 3
12

PLAN C

Student taking 6 - 9 credits per semester
(Four semester sequence)

303 Leadership = 3
403 Theorists = 3
406 Nsg. Elective = 3
9

402 Practicum = 3
405 Nsg. In Soc= 3
6

404 Concepts IV = 9
9

401 Concepts III = 9
9

There are seven courses in the nursing major. Of these, three carry a laboratory component. Concepts III was described as a community health course; Concepts IV, physical and psychosocial assessment, and a practicum in management course. The four remaining courses are lecture only. The two nine-credit clinical courses require 5 lecture hours and 12 laboratory hours each week. The practicum in management of Patient Care requires 1 hour of lecture and six hours of laboratory each week.

The consultants conferred with professors in the Department of Mathematics, Science, and Nursing.

Biology. Students are required to take anatomy and physiology and microbiology. Both of these courses are taught by adjunct faculty. All require a laboratory component.

Chemistry. The chemistry course sequence provides instruction in inorganic, organic, and biochemistry over a two-semester period. While other students can take the courses, they are primarily taken by students in nursing. The chemistry courses require a laboratory component.

The faculty load for each of these areas was described as 12 credits with a contact hour load ranging up to 20 hours per week. The course teachers were responsible for both lecture and laboratory components with no provision for laboratory assistants. Faculty described the need for laboratory equipment and instructional materials to teach the courses adequately.

Faculty

Bowie State College's Nursing program employs four (4) full-time and one (1) part-time faculty member, three have graduate preparation in nursing and two have graduate preparation in other disciplines. Of these five (5) individuals, all or 100% have at least master's degree preparation. One (20%) faculty member has doctoral preparation. One faculty member has graduate preparation in counseling psychology and is currently pursuing a graduate degree in nursing from the University of Maryland; another faculty member has a Master of Public Health degree. Four faculty members and one administrator are responsible for program implementation. Of the five faculty persons employed, four (80%) received graduate preparation from the same institution.

The faculty/graduate preparation represents the following clinical specialty areas in nursing: one Medical/Surgical Nursing; one Maternal Child and one Maternal-Infant. There is an inadequate number of faculty persons prepared in the areas of Pediatric, Community Health and Psychiatric Nursing. The teaching experience of the five nursing faculty members varies from zero to ten (0-10) years for the full-time and from zero to three (0-3) years for the part-time faculty persons employed.

The average faculty load, as indicated by the Program Director, is seventeen contact hours per week. This workload is rather high as compared with other Bowie State College faculty members.

Faculty research and publication activities are adequate. These efforts may become curtailed in the future as excessive workloads are required. Several faculty members are engaged in various types of professional and community service activities.

Of the four full-time faculty members, none is tenured. This is to be expected because of the recency of program implementation and faculty employment. There is one (25%) Associate Professor; two (50%) Assistant Professors and one (25%) Instructor. The one (100%) part-time faculty member is an Assistant Professor.

Faculty conference attendance is average. Some faculty members have served as conference participants. Limited funds curtailed extensive faculty travel to conferences and workshops remote to the Baltimore area. However, faculty recently used their own money to travel to the National League for Nursing seeking consultation. In 1980-81, $2,000 was allocated to the Nursing program for travel; however, these funds were not used because of an institution-wide budget freeze.

Support Staff and Services

The Nursing program employs one full-time secretary which creates a secretary to professor ratio of 1:5. This ratio appears adequate. Telephone and duplicating services for the Nursing program are adequate even though some xeroxing and copying experses are performed by support services which take up two weeks for processing.

Students

Student applications are received and acted upon for admission to the college through the Admissions Office. In order to be admitted to the

Nursing major, students must meet requirements outlined in the catalog which include cumulative grade point average of 2.5 or better, score of 45 on the challenge examination (ACT), current Maryland nursing license, (this is a RN program) and malpractice insurance. The optional number of annual admissions to the Nursing major has not yet been established by the Nursing faculty. In 1979-80, 153 students applied for admission whereas 156 applied for admission in 1980-81. In 1979-80, 142 students were admitted to the Nursing program and 144 in 1980-81.

The students in Nursing at Bowie are adult learners, most are married, most are employed either full-time or part-time, some are single parents. The majority of the students are graduates of community college nursing programs. Approximately 25 percent completed diploma programs.

There are currently 240 students enrolled. Most are in general education courses and prerequisites part-time. Fifty (50) are in nursing courses. There is an average of 6-7 students per nursing class. Two completed the program in May (1 employed in public health and 1 is in graduate school at the University of Maryland). The attrition rate for 1979-80 was zero percent and one percent for 1980-81. The students range in age from 20 to over forty. There are two men, and the black/white ratio is 50:50.

The entering and retention GPA is 2.5. Challenge examinations must be completed before progressing to upper division.

Physical Facilities

The Nursing program is located on the first floor of the Charlotte Robinson Building. Office space for the Program Director, and 5 faculty members is provided in this edifice. Each faculty member is assigned to a private office. Each office is equipped with a desk and a telephone. Faculty and student privacy needs are adequately met. Three classrooms and one skills laboratory are available for student and faculty utilization. The skills laboratory is adequately designed. Adequate equipment has been ordered, although some purchase requests had not arrived at the time of the visit. Space for faculty and/or student research activities is possible. A collection of filmstrips, filmloops, and audio cassettes is stored in the skills laboratory. A small collection of nursing textbooks, journals, and periodicals is available in the faculty and student reading rooms. These areas are adequate for student use.

The properties list of equipment acquired by the nursing program indicates that the equipment age ranges from one year in length to two years. This list is rather limited but is expanding rapidly for a new program. With an equipment allocation of $20,000 for FY 81 the Nursing program equipment budget is adequate. According to the properties list, however, these funds were not utilized entirely for nursing instructional materials, some funds were used to purchase microscopes for the Biology Department. There were no funds allowed for equipment maintenance.

In summary, much of the nursing program's instructional equipment is new. Instructional supplies appear to be adequate at this time for the number of students enrolled and faculty members employed. If expansion of the program occurs, additional instructional resources will be necessary.

Funding of the Nursing Program

Bowie State College's budget (both federal and state) allocation for the fiscal year 1980 was $10,298,000. $127,988 (1.2%) of this amount was allocated to the Nursing program. The state allocation for the Nursing program was $127,988. The actual state allocation to Bowie State University was $9,010,000 of which 1.4 percent was allocated to the Nursing program.

The average Bowie State College faculty salary for the rank of Assistant Professor for fiscal year 1980-81, was $18,626. Nursing assistant professors earned $21,920 for the same period. The average Nursing program faculty salary for the rank of Instructor at Bowie State College for fiscal year 1980-81 was $17,057. Instructors in other disciplines in the same period earned $15,251. Nursing faculty salaries appear higher for the ranks of Instructor and Assistant Professor than those of faculty with the same rank in other departments of the college.

Budget allocations appropriated by the state for all Faculty-Staff travel for Bowie State College for the 1980 fiscal year amounted to $64,000. The nursing program was allocated $2,000 (3.1%) of this amount. Portions of these funds were subsequently frozen.

In summary, the Nursing programs' budget at Bowie State College is presented below for fiscal year 1980:

Salaries Technical and	$ 99,167
Special Funds	$ 2,000
Travel	$ 2,000
Contractual Services	0
Supplies & Materials	$ 8,500
Equipment Repair	0
Communication	$ 821
Fiscal dues & Subscriptions	$ 5,000

The Nursing program received $500 in state budget allocations for student support services fixed charges during the past fiscal year.

The level of funding for faculty salaries and travel is currently adequate to meet the needs of the nursing program. Additional faculty lines will be needed should the nursing program expand, in an effort to prevent high faculty/student ratios, heavy faculty workloads and to maintain the current level of productivity of faculty members within the Nursing program.

TOWSON STATE UNIVERSITY, COPPIN STATE COLLEGE AND BOWIE STATE COLLEGE: COMPARATIVE ANALYSIS

Program Quality

The three programs visited were all opened within the past ten years with graduates completing the programs within the past seven years. The programs require completion of 123-133 credits for graduation, and all have a "C" grade as a minimum requirement. The flexibility of the Bowie program designed for the registered nurse student is reflected in its low credit per semester schedule permitted in the four-semester track. For the full-time student; however, the range at all schools is 17-18 credits per semester.

Lower Division. Differences in the lower division are apparent in five of the nine areas designated. Towson shows a 3-hour English requirement, whereas, Coppin and Bowie show a 9-hour requirement. The range in natural sciences starts from a low of 14-16 hours at Bowie to a high of 24 hours at

Towson. Nursing requirements are remarkably different with Towson showing a low of 4 credits, Coppin, 13 hours, and Bowie 24 hours allowable through challenge examinations. Humanities requirements range from a low of 6 hours at Coppin to 12 hours at Towson. Coppin State is the only one of the three programs providing for electives in the lower division.

The credit hour allocation for the lower division ranges from 62 at Towson to 82 at Bowie State. The high number of nursing credits earned through challenge at Bowie may be partially responsible for this disparity. (See Table 1).

Upper Division. Differences in the upper division are most striking in three areas: nursing, humanities, and electives. Towson has a 52 credit hour requirement in nursing at the upper level. Coppin State requires 33 credits whereas Bowie State requires 38 credits. Contact hours requirements are vastly different. Both Towson and Coppin spend much more time in instructional contact with their students, and considerably more contact in clinical activities. Additionally greater opportunities are provided for students to gain knowledge and skills in all areas of nursing at the baccalaureate level at Towson and Coppin than at Bowie. Since the Bowie nursing students are RN's, the clinical contact hours at Bowie are less than half that at Towson, and a little more than half that at Coppin. Bowie requires only two clinical courses in two semesters as compared to nine at Towson and twelve at Coppin. (See Table 2).

TABLE 1
Lower Division and Upper Division Comparisons at Towson State University, Coppin State College, and Bowie State College: Nursing

Lower Division Comparison

	Eng	Nat Sc	Math	PE	Soc Sc	Nurs	Hum	Elect	Nut		Total
Towson	3	24	3	1	12	4	12	-	3	=	62
Coppin	6	20	3	1	12	16	3	2-3	2	=	65-66
Bowie	9	14-16	3	2	15	(24) Challenge	9	1	3	=	80-82

Upper Division Comparison

	Eng	Nat Sc	Math	PE	Soc Sc	Nurs	Hum	Elect	Nut	=	Total
Towson	-	-	4	-	3	52	6	-	-		65
Coppin	3	-	3	1	6	33	8-9	8-12	-	=	62-68
Bowie	-	4	-	-	6	33	-	-	-	=	43

Totals

	Eng	Nat Sc	Math	PE	Soc Sc	Nurs	Hum	Elect	Nut	=	Total
Towson	3	24	7	1	15	56	18	-	3		128
Coppin	12	20	6	2	18	46	11-12	10-15	2		127-133
Bowie	6	18-20	3	2	21	57	9	-	3		120-127

Table 2 - Comparisons of Credit Hour Allocations at Towson, Coppin and Bowie: Nursing

	Total Credits	Total Nursing Creds	Nursing Percentage of Total Credits	Upper Level Nursing Credits	
Towson	127	56	44	[illegible]	93%
Coppin	127-133	46	35-36	33	72%
Bowie	123-125	57	45-46	33	58%

	Liberal Arts & Sciences Upper Level Credits
Towson	13
Coppin	29-34
Bowie	10

	Credits Per Semester	Total Nursing Credits	Total Nursing U/D	Total Contact Hours	Total Contact hours, clinical
Towson	14-17	56	52	1627	1118 or 69%
Coppin	13-18	46	33	1312	864 or 66%
Bowie	9-18	57	33	795	450 or 57%

Faculty who provide science instruction at Coppin and Bowie do so under less than optimum conditions. The contact hour load at these schools is higher (18-20/week) as compared to 12 hours per week at Towson. (It should be noted at Towson that all instructors in the Division of Applied Science teach 18 hours.) Adjunct faculty provide most of the science instruction at Bowie. At both Bowie and Coppin, and to a lesser degree at Towson, laboratory supplies and equipment are less than adequate in amount and quality to carry out the instructional programs in the basic sciences.

Faculty

A comparison of the nursing faculty at Bowie State College and Coppin State College with Towson State University's faculty was made by using the following criteria:

(a) Faculty student ratios
(b) Faculty preparation
(c) Representativeness of graduate faculty preparation
(d) Clinical specialty preparation of faculty members
(e) Faculty rank and tenure status
(f) Racial composition
(g) Research, service and publication activities

(a) Faculty-Student Ratios

The faculty-student ratios for the nursing programs at Towson State University (criterion institution) Coppin State and Bowie State College are presented below:

Student/Faculty Ratios for Nursing Programs at
Towson State University, Bowie State College, and Coppin State College

1980-81	FTE Faculty	FTE Students	Student-Faculty Ratios
Towson	17.5	135	7.7 (11.2) *
Coppin	8.5	137	10.5 (10.5)
Bowie	4.5	70	15.0 (14.0) *

* ( ) = Figures in parenthesis are those compiled by the state. Consultant observations indicated some discrepancies in these areas.

This table reveals that both Bowie State and Coppin State nursing faculty members accommodate higher student/faculty ratios than those of the criterion institution (Towson State University). It also reveals that while Coppin State has a higher student enrollment, it has a much smaller faculty complement than that of the criterion institution.

(b) Faculty Preparation

Data on faculty preparation in the areas of graduate degrees, and years of teaching experience is presented below:

Graduate Degrees and Years of Teaching Experience of Nursing Faculty at Towson State University, Bowie State College & Coppin State College

1980-81	Years of Teaching Experience	Master's Degrees	Doctoral Degrees	B.S. Degrees
Towson	0-10	19 (86%)	2 (9%)	1 (5%)
Coppin	0-13	6 (66.7%)	3 (30%)	0 (0%)
Bowie	0-10	4 (1%)	1 (10%)	0 (0%)

The above data indicates that the nursing faculty of Towson State University is larger. However, the faculty at Coppin are more experientially qualified than those of Towson State and Bowie State Colleges. Coppin State College has more doctorally prepared nursing faculty members than either Bowie or Towson State.

(c) Representativeness of Graduate Faculty Preparation

The following data indicate the academic institutions attended by graduate nursing faculty members from Towson State University, Coppin State and Bowie State Colleges.

Institutions Attended by Members of Graduate Nursing Faculty of
Towson State University, Coppin State and Bowie State Colleges

	University of Maryland	Other
Towson	15 (68%)	7 (32%)
Coppin	4 (40%)	6 (60%)
Bowie	4 (80%)	1 (20%)

More than one-third of the faculty members employed by the three nursing programs under review are graduates of one institution.

(d) Graduate Clinical Specialty Preparation of Faculty

Graduate clinical specialty preparation of the faculty members of Towson State University, Coppin State and Bowie State Colleges is presented below:

Clinical Specialty Preparation of Nursing Faculty Members of
Towson State University, Bowie State and Coppin State Colleges

	Medical-Surgical Nursing	Pediatric Nursing	Community Health Nursing	Obstetric Nursing	Psychiatric Nursing
Towson*	9	2	5	1	3
Coppin	3	0	2	1	2
Bowie	1	1	0	1	0

* Includes part-time faculty.

The data presented above indicate deficits in several areas of faculty clinical preparation at all three institutions under review. The nursing program at Towson State University needs to increase the number of faculty members with a clinical specialty in obstetric nursing; whereas the nursing program at Coppin State needs to acquire a faculty member with a pediatric nursing clinical specialty area and Bowie State needs to acquire faculty members with community health and psychiatric nursing clinical specialty preparation. Bowie State currently employs a part-time person with a Master's degree in Public Health but this person does not have graduate preparation in nursing.

(e) Faculty Rank and Tenure Status

The rank of faculty members employed by Towson State University, Coppin State and Bowie State Colleges is presented below:

Faculty Rank and Tenure Status of Nursing Faculty Members
at Towson State University (N=20),
Coppin State (N=10) and Bowie
State Colleges (N=5)

	Tenure Status	Instructor	Assistant Professor	Associate Professor	Professor
Towson	9 (64%)	2 (10%)	16 (80%)	2 (10%)	0 (0%)
Coppin	4	1 (10%)	3 (33%)	3 (33%)	3 (22%)
Bowie	0	2 (40%)	2 (40%)	1 (20%)	0 (0%)

From the data presented above, it can be seen that there is a higher percentage of assistant professors (80%) in the nursing program at Towson State University than Coppin State (33%) or Bowie State (40%) Colleges. However, review of the data reveals a larger percentage of professors (22%) and associate professors (33%) at Coppin State than Bowie State (0% and 20% respectively) and Towson State University (0% and 10% respectively).

(f) Racial Composition

The racial composition of the three nursing programs under review is presented below:

Racial Composition of Full-Time and Part-Time Faculty Members at Towson State University, Coppin State and Bowie State Colleges

	White	Black	Other
Towson	20 (95%)	1 (5%)	0 (0%)
Coppin	3 (33.3%)	6 (66.7%)	0 (0%)
Bowie	2 (40%)	3 (60%)	0 (0%)

It is quite evident from the data that reasonable racial equity in employment exists at both Coppin and Bowie State Colleges; whereas Towson State University has a paucity of minority faculty members.

(g) Faculty Scholarly Productivity

Interviews with faculty members of the three schools under review indicated that Bowie State College has the most productive faculty group. Several of their faculty members have been involved in research and publication activities in addition to their community service activities. These efforts have been accomplished in spite of high student/faculty ratios and heavy work loads.

Staff Support

Comparisons of the staff support for nursing faculty members of the three programs under review indicate the following:

Staff Support for Nursing Programs at Towson State University, Coppin State and Bowie State Colleges

	# of Faculty Members	Staff	Faculty/Staff Ratio
Towson	21	2	1:10.5
Coppin	10	2	1:5
Bowie	5	1	1:5

The criterion nursing program at Towson State University has the highest staff/professor ratio. However, one of the staff persons employed by both Coppin State and Towson State is on federal funds which may or may not be available in the future.

Students

All programs provide opportunities for registered nurse students with admission requirements spelled out clearly in college catalogs. Coppin State and Bowie have identified separate "plans" or "track" for students who are part-time. All schools have similar minimum grade requirements for admission and retention in the program. However, the schools differ in the performance of their applicants as measured by the SAT.

SAT SCORES OF ENTERING FRESHMEN, 1979

	Verbal	Math	Total
Towson	431	464	895
Coppin	273	298	571
Bowie	323	296	619

These data show that students admitted to Towson score higher on the SAT than students at Coppin and Bowie. Changes in progression criteria at Coppin have resulted in a decrease in number of admissions as well as a change upward in SBTPE performance.

It should be remembered that students at each of the schools are different in terms of high school GPA, SAT scores, background and experience, age and ethnicity.

Physical Facilities

Physical Facilities for all three nursing programs under review appear to be inadequate. The nursing faculty members of Towson State University and Coppin State College share offices, although some additional allocation of space could relieve this problem at Coppin State. Towson State has a serious nursing shortage of classroom space.

All three nursing programs have clinical laboratories, although the clinical laboratory at Towson State University is in need of some reorganization.

Telephone and duplicating facilities are adequate. However, Towson State University does not have space available for research. Both Bowie and Coppin State have space available that could be allocated for research activities.

Instructional materials are inadequate for all three nursing programs. The age of materials at Towson and Coppin State, relegates them to antiquity. All three nursing programs have an inadequate supply of software including video-cassettes, filmstrips, films, filmloops and audio-tapes. All three nursing programs need to expand and enhance their library collections in the area of textbooks, journals, and periodicals.

Funding

Salaries for nursing faculty at Towson State University, Coppin State and Bowie State Colleges are described below:

Faculty Salaries (Mean)

	1979-80	1980-81
Towson	$ 20,797	$ 21,881
Coppin	$ 16,440	$ 21,946
Bowie	$ 24,275	$ 19,101

In 1979-80 a large salary inequity existed among the three nursing programs under review. Both Towson State University and Bowie State had higher paid faculty members (on an average $20,797 and $24,275, respectively). This apparent inequity was eliminated in 1980-81. Currently, Bowie State has the lowest average for faculty salaries of the three nursing programs studied.

A review of salaries at Instructor level at the criterion institution versus those at Coppin State and Bowie State Colleges reveals a small degree of difference in faculty salaries.

Instructor's Salaries for Nursing Faculty at
Towson State University, Bowie State and Coppin State Colleges

	1979	1980
Towson	$ 14,640	$ 15,657
Coppin	$ 14,464	$ 15,162
Bowie	$ 14,217	$ 15,251

Towson State University's instructors' salaries for 1980 are slightly higher than those of Coppin State and Bowie State. The instructors' salaries were compared only because cross comparisons are difficult if one takes into account faculty preparation.

The travel budgets for the three nursing programs under review are presented as follows:

Travel Budgets

	1978-79	1979-80	1980-81
Towson	$ 514	$ 475	$ 950
Coppin	$ 1,734	$1,100	$ 825
Bowie	-	-	$2,000

Although Bowie State's nursing budget shows a $2,000 request, these funds were not approved. Faculty traveled in many instances on their own funds. All three programs appear to receive inadequate funds for travel.

CHAPTER 10

SCIENCE AND MATHEMATICS

OVERVIEW

Successful university and college science programs result from the interaction of several factors. If the programs are going to be adjudged strong and viable, these factors must be present. Conversely, if many of the factors are missing, the science programs are almost guaranteed to be mediocre.

This discussion will list each factor which is considered necessary for the creation and maintenance of competitive programs. If science programs are not competitive, the students suffer. The factors listed in this section are of such a general nature that they transcend the individuality of a particular institution. Specific suggestions for each college or group of schools are made later in the discussion.

A. Administrative Support and An Appropriate Climate

Science is a discipline which requires the understanding, support and encouragement of the administration. The nature of the discipline out of necessity and historically must be treated somewhat differently if the administration truly wants strong programs in these areas. This sense of support is needed by the faculty in order for them to fulfill their expectations of contribution to the overall strength of the program.

B. FTE and Cost-Effectiveness

Science programs cannot survive on a straight FTE-based funding. The peculiarities of expendable supplies, meeting new technology, and maintaining currency places an unusual demand on budgetary allocation. No science program has flourished when funding is evenly distributed according to a rigid formula that is FTE based. The formula devised by Biologists at the

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Consultants: Dr. Roger Trumbore, Chairman, Department of Biology,
The University of North Carolina at Charlotte,
Charlotte, North Carolina.

Dr. Jay A. Young, Chemical Consultant, Silver Spring, Maryland.

Commission on Undergraduate Education in the Biological Sciences (CUEBS) and the American Institute of Biological Sciences (AIBS) suggests an approach that incorporates the cost per student per laboratory course. For example, a $5.00 cost per student per semester for supplies is a recommended figure for freshman courses. This figure escalates to about $25.00 per student per semester at the senior level. To this figure must be added the cost of running a department and, of great importance, funds to support some basic research. These figures are operating costs and do not include equipment, office supplies or ancillary costs.

C. Creative Management of Resources

Science programs require creativity in management at the departmental levels. Careful use must be made of equipment that can serve more than one area; new programs must be designed based on available resources plus anticipated enrichment money. Neither alone can produce a viable program. With limited funding, priorities must be established based on what is best for the college and not on historic events alone. Departments and units which have potential for excellence must be encouraged through funding and through verbal support.

D. Adequate Space

The need for adequate space is a given. This space must be functional both in terms of square footage but also as utilizable space. What space is available must be used well. It is a luxury in many cases to commit a single space to a single course or even a discipline. Adequacy, then, depends on actual space as well as how the space is used.

E. An Equipment Base

There is a base level of equipment necessary in order to have strong science programs. The essentials are no longer simply microscopes, some simple recording devices and some measuring equipment. New technology requires more sophisticated equipment, even at the freshman and sophomore levels. There are expectations of employers, graduate schools and professional schools as to techniques and knowledge to which undergraduates should be exposed before graduation. Without this base, a program will flounder, become obsolete and die. This point must be recognized before one can expect viable programs.

F. Faculty Strength

Every effort must be made to keep faculty current. Stultification occurs quickly in science because of its fast pace of change. New knowledge must be acquired; new techniques must be mastered; interchange and interaction between and among faculty must occur. The soul of a program is in the faculty, and without faculty who can function well, the program cannot be expected to attain any level of adequacy, let alone excellence.

G. Manageable Teaching Loads

The time-draining demands of setting up and teaching laboratory sections of science courses must be taken into account in assigning faculty loads. The contact hour approach is what has worked best in those colleges and university systems in which science is recognized as a strong component of the curriculum.

H. External Funds

It is an irrefutable fact that almost no science program can thrive very long on internal funding alone. From the smallest private college to the largest university there is a common base of external funding in strong science programs. The catch-22 situation is that external funds will not come easily to programs that are not already strong or that cannot demonstrate the potential of being strong. It is incumbent upon the administration and faculty to attain a level of quality so that these external funds are more easily obtained.

I. Communication

A network of information and ideas is critical in a university or college. There must be forums available for chairpersons and faculty within the historically black schools and between the historically black schools and predominantly white schools to exchange ideas, share problems and rekindle spirits. Even within a single set of science programs on a single campus there must be more information flow. Finally, information flow up and down the administrative chain must occur if any of these above-mentioned eight factors are to be accomplished.

TOWSON STATE UNIVERSITY, COPPIN STATE COLLEGE, AND BOWIE STATE COLLEGE

This report was written to be both constructive and, when appropriate, critical of the facilities and programs in the sciences at both the historically black schools and the criterion institutions.

TOWSON STATE UNIVERSITY

As a criterion institution, Towson State University does not need enhancement funds for science education; however, a higher funding base would improve the quality of science offerings. At Towson there is a definite need for more support staff and a maintenance budget. The maintenance budget is particularly critical as the campus acquires more equipment.

Management

The management of science programs at Towson is very good and creative. Excellent use of funds is evident. The willingness to go with differential funding to identified areas of strength in science sets this campus apart from the historically black campuses. The funding level from all sources has been fairly high over the past few years. The administration will now have to anticipate coping with a budget that is either cut or has a high percentage of state funding only as the budget base.

In Biology, the management of resources is difficult because the curriculum is so stilted that the introduction of flexibility or innovation is almost impossible. Much of the curriculum looks as is it were designed in the late fifties or early sixties.

Program redesign and a reaffirmation that what is being done is best for the students must be carried out in almost every science area. There is too much inertia toward change in many departments.

Mission and Program

As Towson State has moved from a teachers' college to a multi-purpose institution, the perceptions of faculty and students have varied. As a result, different groups within the institution express varying expectations and interpretations of the institution's mission. In order to clarify the mission of the University, the administration must articulate to all constituencies its conception of what the University's mission is. The lack of communication and the uncertainty felt by the faculty are not so serious that the campus cannot recover. A strong effort is needed to give assurance to the faculty that the mission as designed and the efforts of the faculty and staff are indeed compatible. Some isolation--not by design--has created problems that should not exist on a campus with good potential.

BOWIE STATE COLLEGE

A comparison of science facilities and programs at the historically black institutions reveals some basic differences. Both Coppin and Bowie reflect the lock-step development of the historically black institutions when science and science facilities were developed several decades ago as a first step toward equity in education. The science facilities and programs then were permitted to lie fallow as the emphasis shifted to other disciplines. Such development in itself is not bad as long as science is not permitted to become static. Unfortunately, the sciences in the black institutions did not continue to advance.

Bowie State College is in desperate need of adequate space for science programs and for funds for equipment. The laboratories are poorly designed, short on flexibility, and essentially out-of-date. The physical atmosphere is not conducive to good teaching or good studying. More space is needed in the science areas where students can study, exchange ideas, and interact with faculty.

The lack of hands-on type of equipment is appalling. It is almost impossible for students going through the science programs to be competitive when the classes must be much more didactic than experimental. Laboratory teaching is not much above what is done in good high schools around the State of Maryland and the nation.

The facilities, budget, and general impression of the sciences at Bowie is of such a level that students would not normally be attracted to the program.

Mathematics has some reasonable equipment, but the other areas, with the possible exception of physics, have inadequate equipment and operating budgets.

Management

The staff here is, for the most part, more out-of-date than any college or university visited in the Enhancement Study. To exacerbate the problem of faculty quality, the faculty is overextended in the teaching function and in the extra demands on their time for routine preparation. The chairperson is a dedicated person who is trying to make the best of a deteriorating situation. Some strong encouragement, both as verbal and financial support, from the administration could breathe some life into the program.

The faculty is over-tenured. There is not enough new blood, and thus, not enough new ideas and approaches.

More time needs to be spent with the less-prepared students. The heavy work loads preclude the faculty from doing this effectively, except as an extreme overload.

An administrative appreciation of the place of science in the liberal arts is necessary. There may be support, but the communication system within the institution is so poor that the faculty is uncertain as to expectations, directions and a future.

Long-range planning seems to be lacking totally.

On-campus activities to help keep students on campus would be a great asset to science in that it would encourage more time to be spent in the laboratories.

Mission and Programs

The sense of mission in the sciences as well as in the college in general needs to be clarified and strengthened.

Biology and the other sciences at their present stage of development do not seem to be strong enough to offer a separate major. Mathematics may be an exception. A degree in natural sciences rather than in one of the disciplines seems more appropriate, particularly if the college moves toward a liberal arts concept--a concept and mission which may be the only viable one for the college. We do not see the sciences as developing into premier departments. The funding level necessary to bring science up to the level of good science departments is not now available. The opportunity for a unique, well-conceived natural science degree should not be ignored.

COPPIN STATE COLLEGE

At Coppin State College, space is a weakness that must be addressed before science programs can be competitive. The investment of enhancement funds at Coppin would give an excellent return on the money.

Management

The administration of science programs at Coppin is good, and the academic leadership has a fine sense for the special needs of science. The prevailing attitude is fairly good and generally positive toward science. Biology is fairly strong; chemistry has good potential, and the mathematics area has possibilities for excellence. Coppin is the best managed school of the historically black institutions in this Cluster.

Mission and Programs

The mission of this college if redefined, clarified and articulated, could move Coppin toward achieving national recognition as the black non-traditional college. The clientele of the school, the location, the potential for innovative approaches in the programs support the suggestion of redefining the mission of Coppin in terms of non-traditional education. The sciences would thrive with this new mission after some faculty development occurs in order to prepare the faculty to teach in a new setting and a new style. Corollary to this suggestion of the developing of a non-traditional program is the need, particularly in science, for more aggressive out-reach programs. This combination should lead to a viable, exciting, and unique institution.

UNIVERSITY OF MARYLAND, BALTIMORE COUNTY,
MORGAN STATE UNIVERSITY, AND
UNIVERSITY OF MARYLAND, EASTERN SHORE

UNIVERSITY OF MARYLAND, BALTIMORE COUNTY (UMBC)

As the criterion institution for this group of schools, UMBC enjoys substantial outside support funds which allow the sciences to develop programs, carry out research and plan curricula that are much deeper and more far-reaching than those at the historically black institutions. A stunning difference between UMBC and the other two campuses in this cluster is the excellent set of support staff. The acquisition of external funds has provided a margin that allows exciting things to happen. As at Towson, UMBC could not survive well in science without the external sources of support.

Management

Success in Biology as in any academic field, always engenders some in-fighting, hard feelings, and jealousy. The faculty outside of Biology does show some real pride in the accomplishments of their sister departments. The ability to bring faculty to this viewpoint is to the credit of the administration.

There is some concern that the Biology program and success revolves around the personality, charisma, and aggressiveness of the chairperson. If that individual should step down, there does not seem to be anyone groomed to be the new leader of this extremely talented faculty. The aggressiveness of the chairman, however, is necessary to push the administration into making priority decisions. It is not clear whether support for science would be as high if the science chairpersons were not as strong as they are.

Mission and Programs

If UMBC were designed to be a research-oriented, golden arm of the University system, then the mission is on its way to being accomplished. The mission and programs cannot stay narrow too long, or the campus will lose its ability to respond to new challenges and new trends. Currently, it is a place with high vitality, high talent and a high level of funding. These three ingredients are basic for success and help set a standard to which other campuses must aspire.

MORGAN STATE UNIVERSITY

The sciences are poorly housed at Morgan State University, and it is apparent that the institution as a whole needs special attention if it is to achieve its new university status. The early development of science programs at Morgan did not continue; consequently, the initial vitality of the science programs waned dramatically. Facilities and programs in many cases are out-of-date and inadequate. Faculty dedication is high, but dedication alone will not build competitive programs.

Management

The faculty at Morgan State is competent but has not been brought to full potential. Faculty development is essential, and the administration needs to realize this.

The internal milieu of the University is unsettling and has had a detrimental effect on morale, teaching effectiveness, and research accomplishments. There is a particular lack of understanding of the special needs of the sciences. Lip service is given for support of the programs, but the budget allocations and the lack of departmental control of the budgets do not reflect adequate support.

The faculty is over-extended, and this problem is exacerbated by the lack of creative use of resources. The teaching of basic Biology in both comprehensive science and in Biology seems to be an unnecessary overlap, for instance. The polarization of the resources supporting these two departments, and others as well, is more prevalent than the faculty admits. This situation leads to poor use of resources that are already weak.

The campus as a whole is overadministered with many key positions filled by persons that are far too brittle. This lack of flexibility of thought and action is a severe handicap to the sciences as they attempt to strengthen their programs. The attitude, or perceived attitude, plus a general lack of communication that pervades the campus contribute to an atmosphere that stifles innovation.

Mission and Programs

The mission should be in place as an historically black institution that could be a prototype for public, black universities. This mission is not being accomplished. Sciences, which should be strong, are unfortunately weak and getting weaker. The situation, however, is not bleak. The sciences can be put back into a position of competitiveness, but only with a concerted enhancement effort.

UNIVERSITY OF MARYLAND, EASTERN SHORE (UMES)

As with Morgan State University, science space at UMES is clearly a problem as well as the constant lack of maintenance support staff and funds.

The openness of the UMES campus should allow some exciting, unique types of space to be built. The marine research area, the applied science grouping and the special projects could and should be housed in fine quarters since they represent potential strengths. The absence of a decent greenhouse for this type of campus is a severe and noticeable lack.

Management

The faculty has a high degree of talent, but it is prevented from attaining its potential for a series of reasons, most of which are listed below.

The pervading lack of understanding of science occurs here at UMES, too. This contributes to a low morale. There are poor uses of existing resources, with duplication of effort in various parts of the University. This situation is unproductive on a campus of this size.

The administration appears brittle, inflexible and confused as to its role. The anomaly of having only certain academic programs reporting to the Vice Chancellor for Academic Affairs can only add to the problems. There are perceived and real competitions and schisms between the agriculture and arts and sciences offerings and programs. The Dean of Graduate Studies appears to be caught between various factions. This precludes creativity in the graduate program. Fiefdoms seem to exist, and sacred cows are present at several levels. Thus, a poor communication system is expected to exist, and does. Almost to a person, the phrase "don't rock the boat" came out in conversations. Nothing can be more stifling to innovation and program development in a University than this attitude. The risk factor is much too low. Creative management is needed to work through these real and perceived problems.

Autonomy needs to be cultivated and encouraged at the departmental level. This has not been the case in sciences. There is some excellent talent among the chairpersons. Particularly impressive was the acting chairperson in Biology who has good leadership style, a good sense of what can be done and a good rapport with his colleagues. The tolerance between and among faculty needs to be broadened and strengthened.

Mission and Programs

UMES has an exciting mission, but this mission should be widely promulgated on campus. The University campus can be the site of exciting and unique programs. Technical programs are a natural. Special areas peculiar to the geographic area and building on faculty strength need to be developed. Marine and estuarine science, if supported well, could be one of the best programs on the East Coast. This potential does not seem to be recognized.

The community image must be enhanced by including in the mission and programs special approaches that are directed at the community. Practical science courses, for example, could be used as a legitimate attraction to get the area residents involved in the University.

At the departmental level, there need to be more technique-based courses. A research institution has the expectation of exposing science students to techniques; UMES must develop in this direction.

The Honors Program and Development Programs show signs of great success. They must be strong enough, however, to pay their way by keeping the attrition down and continuing with imaginative remediation.

UMES has superb potential both as a campus and within the sciences. Enhancement funds given to this campus, if used appropriately, would be the catalyst to move UMES forward to be a university that would be stronger, less parochial, and, most importantly, carrying out an exciting mission.

CONCLUDING STATEMENT

The viability of a university setting depends on the creative interpretation of its mission and the developing of programs that are strong, distinct, and sources of pride by all units within the university campus. At Morgan State and UMES there was a lack of clarity regarding institutional mission. There was a sense of groping without real planning, resulting in the potential for a sliding into self-pity rather than self-pride. This state of affairs results in a sad loss of the resources and potentials of these institutions. We urge that attention be given immediately to these two universities so they can begin to capture a position of excellence in academe.

CHAPTER 11

SOCIAL SCIENCES

This chapter presents an assessment of the enhancement needs in the social science disciplines for the four historically black institutions, namely: Morgan State University; University of Maryland - Eastern Shore (UMES); Coppin State College; and Bowie State College. Each campus was visited during the months of May and June, 1981. The two comparison (control) institutions: The University of Maryland - Baltimore County (UMBC), and Towson State University were also visited during these months. In order to carry out the assessment, Morgan and UMES were compared with UMBC; and Coppin and Bowie were compared with Towson.

The assessment ranged over many topics, but in all cases focused on: library needs, equipment and space needs, clerical needs, department size, number of majors, number of graduating seniors, number of tenured faculty, unique features of the course curriculum, formal versus *de facto* faculty teaching loads, amount of research grant and training grant support, type of grant(s), promotion criteria, salary amounts and equity/inequity, faculty recruitment, computer utilization, research methods and statistics competencies and use, number of research assistants, number of teaching assistants, placement of graduates, funds for professional travel, and other matters as well.

TOWSON STATE UNIVERSITY

The Division of Humanistic, Social, and Managerial Studies at Towson subsumes twelve separate department and interdisciplinary programs: History, Geography, Political Science, Economics, Sociology-Anthropology, and programs in African-American Studies, American Studies, General Studies, a Social Science Program, and a Women's Studies Program. The division also contains the Department of Business Administration and the Department of English, but these two departments were visited by another consultant. A peculiarity of the division is that there was only one graduate student assistant in the *entire* division of the social sciences.

Consultant: Dr. Howard F. Taylor, Professor of Sociology, Princeton University, Princeton, New Jersey.

History contains 22 faculty, with a 12 hour (four-course) teaching load. Political Science has 8 full-time faculty, a 12 hour load, and shares one secretary with Economics. Geography has 9 full-time faculty. Economics has 10 full-time and 6 part-time faculty, and a highly quantitative curriculum including statistics courses and one undergraduate course in econometrics. Sociology-Anthropology has 18 full-time faculty (4 of whom are anthropologists), the department has a noticeable quantitative orientation, and has four research grants. The interdisciplinary programs of African-American Studies, American Studies, Women's Studies, and International Studies are small though on-going and evidently with sufficient student support. Library holdings for all three of these programs could be increased.

COPPIN STATE COLLEGE

The social science disciplines at Coppin State College are subsumed under one department, Social Sciences, and include the following fields: sociology (two faculty persons), political science (two faculty), and social work (two faculty). Anthropology courses are also offered. In addition, economics has two faculty. Criminal Justice is a separate department. Psychology is housed in the Department of Education, and history, housed in Humanities, was visited by the Humanities consultant.

The social science curriculum at Coppin offers several unique strengths. First, there is a strong orientation toward community service, and close connections with the surrounding community are maintained. Second, the college's secondary education program permits the student to receive a teaching certificate after studying in one of the extant departments; thus, there is no separate department for secondary education. This is a unique and desirable feature of the Coppin system. Third, the pertinence of many of Coppin's programs to the specific problems of inner-city living lends an additional element of uniqueness. Fourth, the campus houses a developmental studies program, oriented toward the further development of mathematics and reading skills of many of the students. The program involves the close instruction of students on a one-to-one basis, and it has measurably reduced the rate at which students have dropped out after the Freshman year. (One statistic cited was that as much as 65 per cent of the students who recently went through the program were re-admitted to the regular curriculum.) Fifth, the curriculum contains provisions for work-study (the Practicum); there are presently approximately 20 students engaged in this work-study program.

Before discussing the enhancement needs of the specific disciplines within the Social Science Department, a list of the more general enhancement needs of the college as pertain specifically to the social sciences will be presented. The more general needs identified are these:

Operating Expenses. Considerable increases will be necessary. At present, only $30,000 for operating expenses alone must be allocated over ten separate departments, of which Social Science is only one.

Grants. Outside funding is presently very differently distributed among the departments. Generally, the natural sciences receive considerably more outside funding than do the social and behavioral sciences. The college presently has some Title III funds for the Developmental Studies Program. Clearly, the faculty in the Department of Social Science needs to be encouraged to seek outside research support; but this can only be done via the enhancement being discussed throughout this report, and, those cited specifically below in regard to Coppin's social sciences. It must be noted however that Coppin's faculty as a whole does a fairly large amount of publishing, but evidently they do so on their own resources.

Recruitment. Three distinct problems exist: First, given the number of faculty currently present (which at least one administrator felt was quite adequate), they are not well distributed among the various disciplines. Second, there is a need for additional faculty. Third, faculty who resign or otherwise leave the college are generally not replaced.

Tenure. A problem that exists at Coppin is that there seems to be a high ratio of tenured to nontenured faculty (especially within the Social Sciences Department).

The enhancement solution to the problem is not the resignation of those who are presently on tenure. The solution lies in the vigorous recruitment of bright young faculty, who are then required to earn tenure through the usually-applied criteria (productivity; teaching; service), and where the application of these criteria should be more rigorous than in the past. This of course means considerably more active faculty recruitment for Coppin (and Morgan and other institutions as well) than has been the case. It is important to note one distinct advantage of today's job market: Given the well-publicized shortages of jobs in the social and behavioral sciences and the resultant surplus of new Ph.D.'s, Coppin (and other institutions as well) now stands in a better position than it did several years ago to actually attract exceptionally bright and productive junior faculty. This is particularly the case with minority faculty.

Teaching Loads. It appears that the high "official" teaching load of 12 hours (this load is, unrealistically high and must be reduced throughout the four predominantly black campuses) might be subject to at least some measure of abuse at Coppin. In a number of cases faculty have been asked to teach 15 hours, sometimes with extra pay, but more seriously, sometimes without. (In some cases faculty have volunteered to teach overloads.) The reason for this seems clear enough: an overall shortage of faculty in relation to the number of courses. Once again, active faculty recruitment, particularly in the social sciences, seems in order. As things stand, the rule at Coppin seems to be that few faculty have time to engage in the formulation of grant proposals because of the excessive teaching loads.

Some of the needs that are specific to the disciplines represented in the Social Science Department are as follows: for sociology library needs (additional journals are needed); and equipment (there is a need for additional typewriters). For economics, the needs are: library (less of a need than in sociology; described as "adequate" although the library gets only four economics journals); equipment (the slides and films are now outdated; computer manuals are needed; in general there are "software" needs here); and an overall up-grading of the program (economics should probably be granted the status of a major).

During the visit, there were discussions with several faculty in history, Afro-American History, and African history. Although these sub-disciplines are discussed in another report*, the following items are noted: A strength in the discipline is the examination, in class, of the overlaps between African history and Afro-American history. One course in particular focuses in dispelling current myths that abound about Africa and especially the history of Southern Africa. There is a pressing library need in the area of Afro-American Studies; the library journal holdings here are presently inconsistent, and there are almost no holdings of monographs.

Department of Criminal Justice

Coppin has an excellent Department of Criminal Justice. The Department, which has six full-time faculty (it was founded in 1969), has been heavily involved in community services. Placement of graduates is extensive and impressive. The Department also enjoys high prestige on campus; it is efficiently run; and it has a strong evening program.

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* The Humanities Report

In addition to these strengths, the Department also has enhancement needs. The library holdings in criminal justice are lacking, and this should be overcome with new acquisitions. There is a question of whether or not forensic science should be offered at Coppin either under or in connection with the Criminal Justice Department. The present chairperson is of the opinion that it should probably not be taught at Coppin.

In regard to teaching loads, there appear to be inequities, but they are not as severe as in the Social Sciences Department. While some faculty must often teach eight complete courses (the required 12 hours), there appear to be few instances of overload teaching of the short which exists in the Social Sciences Department. Members of the Criminal Justice Department attend professional meetings but at their own expense: hence a need for additional funds exists here.

The physical facilities for this department are impressive. Facilities include a seminar room, a reading room, a large office for the chairperson with separate secretary's office, separate faculty offices (not half-wall cubicles), adequate classroom space, a separate room for the Social Work Club, a theater room, and a separate Honor Study Room. The department has 156 full-time majors (but only 13 graduating seniors). The curriculum shows a generalist emphasis, and students are trained for "immediate employment." An interdisciplinary approach is strongly stressed. Unlike many of the departments reviewed in this report, the Department of Social Work Education at Bowie appears to have an impressive amount of grant support. The department places students into over 100 different social work agencies.

The overall enhancement needs of this department are clearly less than the other two social science departments at Bowie. Nonetheless, certain need areas were able to be identified. The department has equipment needs, for one typewriter (their present only one "is an antique"), for video-taping equipment, and for regular maintenance of its existing equipment. Travel funds are sorely needed.

BOWIE STATE COLLEGE

There are three separate departments at Bowie State College which fall within the social science area: the Department of History, Politics, and Public Administration (which includes also the International Studies Program); the Department of Psychology and Sociology-Anthropology; and the Department of Social Work Education. The Department of Psychology and Sociology-Anthropology offers students an attractive Practicum which involves, among other things, clinical experience at half-way houses, drug abuse programs, and law enforcement agencies in the community. There are presently some 50 practicum sites and locations. Another feature of the social sciences at Bowie is its Cooperative Education Program (the work-study program), which involves one full year of actual on-the-job experience, thus normally requiring five years of study. Another unique feature is that students in some disciplines (such as history) are required to write a senior thesis. Empirical training is available in public administration, where students must design and carry out an actual survey research project, and analyse the resulting data using the SPSS subroutines. Other strengths of the social sciences exist at Bowie: Additional research-oriented aspects of the courses; internships; a relatively low student-faculty ratio (as, in the Department of History, Politics and Public Administration); a strong advising system; and a strong interdisciplinary emphasis.

History, Politics and Public Administration

The department has 83 majors: 8 in History; 44 in Political Science; and 31 in Public Administration. The department has five full-time faculty. The enhancement needs for this department are clearly defined. They are:

Library. While the holdings seem in many ways adequate, a needs inventory is in order. A number of faculty noted that there were noticeable gaps in the present collections.

Equipment. The department needs additional small calculators. No photocopying machine is housed in the department. Maintenance of existing equipment is slow and inadequate. Given that this department offers courses in geography, it was noted that equipment needs exist here: maps; projectors; and other such equipment.

Clerical. The one secretary housed in the department resigned on the very day of this consultant's visit. The visit took place in June, 1981; concern was expressed that this one secretarial position could not be filled until the coming fall, thus leaving the faculty without summer clerical assistance. Evidently the department is facing the possibility of having to share one secretary with another department.

Teaching Loads. More dismay over the teaching load situation was expressed here, than on any of the other three black campuses. While the 12 hour rule is intended to apply, it was discovered that an actual 15-hour load (five courses), sometimes with extra pay and sometimes without, is not uncommon. This situation, existing on all four campuses but evidently especially severe at Bowie, has to be alleviated. Four courses is excessive; but five is cruel. One reason for the overload problem in this department is that some faculty are asked to teach the honors course which, due to small enrollment, is given as an overload. Even though rigid counts are kept for each faculty person for each credit hour per student, de facto uncompensated overloads do occur. As noted several times before in this report, it is exceedingly difficult to motivate faculty to produce scholarly works and to write grant proposals under these kinds of conditions.

Other Needs. The recruitment and faculty-maintenance problems of this department are severe. The faculty has been reduced from eleven positions to five; those who leave are not replaced. A need exists for a political scientist and an historian; and for at least one person with expertise in quantitative analysis and data processing. (Student research assistantships were evidently abolished three years ago.) Funds for travel to professional meetings are inadequate. It was discovered that in a number of cases faculty members were not reimbursed from available funds even when they submitted the required travel vouchers. For this reason, quite understandably, the faculty members now take advantage of the travel advance option, at least for the funds that are available. More outside funding is needed for faculty development.

Psychology and Sociology-Anthropology

The department is now down to eight full-time faculty, having just lost four members -- a severe loss. There are 209 majors across the three disciplines represented in the department; about 60 are graduating seniors.

Library. Information on library holdings was incomplete.

Equipment and Space. The needs here are very great. The first thing this consultant noted upon entering the building was that the faculty offices (for Sociology-Anthropology) were half-wall cubicles. These are in need of a full remodeling. The equipment needs cited as most severe are: A statistics lab (one keypunch machine; and at least one terminal; several more desk calculators); equipment for a small-group interaction lab (one or more rooms with one-way observation glass including microphone and taping equipment); and video-taping equipment (one machine has recently arrived in the department). Theft of equipment is a major problem; thus security needs to be enhanced.

Clerical. One secretary serves all eight faculty. This is evidently not enough, as the faculty must type many of their own final manuscripts. It was noted that on many occasions faculty members actually had to type their own final drafts of classroom exams.

Student Assistants. In a department such as this which focuses on empirical research, as must any present-day department concerned with psychology or sociology, research and teaching assistants -- even if they are undergraduates -- are advisable. None exists in this department. Thus, the allocation of funds for *undergraduate* assistants would be a welcome start.

Teaching Loads. It appears that problems with teaching loads are not quite as severe in this department as in other departments within this very same institution (such as History, Politics and Public Administration). This does not mean of course that no complaints were heard. Even though four preparations for the required four courses is technically correct, it is always advisable to ask faculty to teach two new preparations (three at most) with their four courses. Evidently, certain faculty in this department have been asked to teach four new preparations in one single semester.

Salaries. Concern was expressed that: a) The state provide only a 2 percent average raise for the faculty, and b) inequities exist among certain of the four study campuses, in that (so it is reported) individuals are given extra compensation (administrative override) to serve as departmental chairperson on some campuses (Morgan; but not Bowie). This situation needs to be studied with great care. To the extent that faculty perceive these inequities, then to that extent one cannot expect incentive for scholarly productivity and vigorous teaching. This situation becomes particularly severe where teaching loads are excessive.

UNIVERSITY OF MARYLAND - BALTIMORE COUNTY (UMBC)

UMBC has seven separate social science departments; Sociology, Political Science, History, Economics, Psychology, Geography, and Afro-American Studies. Sociology has 15 full-time faculty. The teaching load actually practiced in the department is only *six* hours (two courses per semester), with only three preparations per year. (This should of course be retained.) The point is that this load is less than at all four of the comparison campuses.) The sociology faculty is young and *extremely* productive, and with a decided quantitative orientation. The department has its own computer and several terminals, and has two research assistant/ teaching assistant (RA/TA) positions. Political Science has 12 full-time faculty; the teaching load in the department is five courses per year with four preparations. The department has only one-half of one RA position. History has 20 full-time faculty, with a six-course per year teaching load. They have two RAs. One secretary serves the entire department. Economics has 13 full-time faculty, and a five-course per year teaching load. The department is understaffed in relation to the number of courses taught in the department. One secretary serves the department. Psychology has 23 full-time faculty, with a teaching load of only four courses per year (two per semester). There are fully *thirteen* TAs in the department, most of whom serve the department's impressive statistics lab. Five research grants presently reside within the department. The department has two secretaries. Geography has nine faculty and a five-course per year load. The equipment and facilities holdings of the department are extremely impressive, including an extensive cartography lab, a massive photoreducer, and other impressive equipment. Several research grants are held in the department. Finally, Afro-American

Studies is large and well-functioning, particularly compared to similar departments and programs across the United States. It is a department (rather than a program, as on many campuses) with 9.5 full-time faculty. Research grants total an impressive $200,000. Two research methods courses are offered; and the department has many other impressive features as well.

MORGAN STATE UNIVERSITY

As is generally known, Morgan State has a long and distinguished history, on a national and international scale as well as within the State of Maryland. It is also known that Morgan has recently undergone enrollment declines and has experienced other difficulties as well. For these reasons it is perhaps true that the enhancement needs of this institution are clear and numerous.

While Morgan has no formal social sciences division, those disciplines regarded under the social sciences are as follows: history; sociology-anthropology; psychology; political science; and geography, which includes an International Studies Program. The University has recently received a $250,000 grant from National Science Foundation for the explicit purpose of developing the quantitative and computer-analysis components of the social science disciplines.

History

History contains 25 full-time faculty members, 24 of which are tenured. There are roughly 30 to 35 undergraduate majors overall, with 12 students designated as graduating seniors. There are currently 23 students enrolled in the graduate program.

The department is large and has a distinguished reputation. It has been instrumental over the last half-century in defining imporant areas of inquiry, especially in the subfields of Afro-American history, southern history, and African history. The department, therefore, has obvious strengths which should be retained and strengthened through enhancement: Its size; the wide representation to subfields (especially African history; Afro-American history; law and history; popular culture; and others) and the repute and degree of distinction of the departmental faculty. It was within the Department of History that the lowest faculty morale and the greatest enhancement needs were found. The specific weaknesses of the program are as follows:

Library Needs. While the collections in Afro-American and African History are good, additional volumes are needed. A very severe problem at Morgan, not only for history but the other social science disciplines as well, is that even though journals are listed in the card catalogue, when the stacks are searched to find a particular journal issue, the issue is not there and there is no record of its withdrawal. This is also true for many monographs, and to some degree for general works as well. This serves to highlight the theft and security problems at Morgan, which are clearly very severe. The library catalogue classification system is in need of overhaul. Members of the faculty complained frequently that they are too often forced to go off-campus not only for sources for their own research, but for classroom materials as well.

Equipment and Space. The situation in regard to equipment needs is very severe indeed. The faculty reports that there is a lack of typewriters; only one is available, and it has not been serviced for several years. The department's maps, very necessary for all classroom use, are old and out of date. More audio-visual equipment is needed: The faculty must bring in their own projectors and the backs of maps must be used for screens. The record players housed by the department have no needles. A number of the classrooms are in severe disrepair; there are instances of leaks from rain, and one room is reported to have housed a community of wasps for several years. There is not enough overall office space; most of the history faculty must share office space. In brief, the three general areas of deep need here: a) equipment; b) regular maintenance of both old and new equipment; and c) regular maintenance of classrooms. (These are of course not confined only to the Department of History.)

Clerical. The lack of secretarial and clerical staff in the Department of History is especially acute: There is only one secretary for all 25 faculty. In addition, this one person must receive and monitor the telephone calls for all faculty. A department of this size needs at least two secretaries and probablu an administrative assistant. At present, the secretary must perform administrative functions as well. The severity of need here cannot be overemphasized.

Enrollment (Majors). While the number of majors presently reported is good, given the number of faculty, the number of majors needs to be increased. While the number of majors might be increased, it is also true that a number of classes have been reported to contain up to 300 students.

Additional Needs. Many more areas are in great need of improvement, some quite general, and some of a more specific nature. The department needs to be encouraged to seek outside foundation and governmental grant support for research. At present there are only two persons carrying out research funded by outside grants. However, there were complaints that the internal administration and disbursement of outside funds needs to be done more efficiently and with considerably more speed at Morgan. A frequent faculty complaint, not only in history but in the other social science disciplines as well, is that the faculty are discouraged from seeking outside grants since the eventual time of actual arrival of funds to the department is discouragingly long.

The department is badly in need of both teaching assistants (TAs) as well as at least two research assistant positions (RAs). The faculty also perceives that the teaching load per faculty member (in terms of actual classroom hours) is more than at the comparison institution, UMBC. A number of faculty felt quite strongly that in certain instances, which they specified, funds donated to the university for one explicit purpose (restricted funds) were instead actually utilized for some other.

Sociology-Anthropology

Sociology contains 8.5 full-time faculty positions. Thirty undergraduate courses are offered each academic year. There are about 90 majors over all classes, with 33 of these being graduating seniors. The Department of Sociology has a distinguished history, and has on a number of occasions housed research projects of national repute. The department occupies a unique position among sociology departments in universities across the United States. Its enhancement needs are very great.

Library Needs. The library holdings in sociology appear to be in worse condition than in the case of history. The library holdings for the more specialized journals (in social psychology; also research methods; others) need to be greatly increased. A detailed needs assessment study is advised here. These kinds of journals, as well as prestigious monographs, are of great necessity to the graduate programs, of competent graduate students are to be attracted to the department.

Equipment and Space, (including insurance coverage). The needs here parallel those in history. As noted, considerable remodeling and maintenance of classrooms is an absolute necessity. Security is an ever-present problem; the Department of Sociology has had typewriters and calculators stolen, and they have not been replaced. It was pointed out by the sociology faculty that the University appears to be delinquent in obtaining adequate insurance coverage for equipment. Evidently, Morgan's equipment insurance policies are either grossly inadequate or nonexistent. Necessary policies even with large deductible amounts do not seem to be provided.

Clerical. There is only one secretarial position for the department. Given the amount of research-related work as well as instructional work carried out by the department, this represents a gross understaffing. There should be at least two secretaries in this department.

Research Methodology and Computer Processing. It is fortunate that the Department of Sociology at Morgan presently contains several persons who are adept at research methods, statistical analysis, and electronic data processing (i.e., computer use). In terms of human resources, the department is presently adequately staffed in these all-important areas. The specific enhancement needs are these: The department should have at least one, preferably two, RA positions exclusively for its statistics laboratory. A new card reader is presently "on its way", and it was reported that the campus is soon to acquire 30 new computer terminals. The departmental laboratory is presently taught in the areas of research methods and statistics at both the undergraduate and graduate levels, and undergraduate students are introduced to the fundamentals of FORTRAN as well as to certain of the SPSS subroutines. It is thus clear that the department has been "off and running" in these crucial areas for a number of years and further enhancement would not be difficult.

Funded Research. This was an area in which the faculty was both vociferous and unanimous. Within the past two to three years, several of the members of the department were successful in securing a $250,000 grant from NSF. Because of administrative delays at both the state level as well as at the local level, the start-up date for the grant had to be delayed considerably, the resultant outcome being the arrival of the end of the fiscal year with large sums of unexpended funds from the grant. The delay was attributed to the policy that state officials had to approve minor purchases, which contributed to delays. When delay at the state level is compounded with the already-cited difficulties at the institutional level, the result has been a lowering of incentive on the part of the faculty to apply for grants and to engage in the time-consuming process of proposal formulation and preparation. This lowered incentive was the most severe in the Department of Sociology, relative to the other social science departments. No aid to this incentive was forthcoming when a recent site visit from the Minority Programs section of NIMH resulted in the rejection of a $1 million grant application. Finally, in at least two instances, a single department member actually discouraged outside sources from pursuing the prospects of a research grant to Morgan's Department of Sociology.

Travel to Conventions and Meetings of Learned Societies. Something that becomes extremely apparent to an outside consultant with respect not only to the four study campuses but the two control institutions as well, it the extreme lack of funds available for the purpose of travel to meetings of learned societies. In recent years, attendance at professional meetings has become an integral and inseparable component of academic inquiry not only in the social sciences but indeed in any field. Because of the very rapid growth of the social and behavioral sciences over the last fifteen to twenty years, and because of the increased turn-around time and publication lag in the professional journals (often as long as three years), the dissemination of research findings via professional meetings has become an exceptionally important ingredient in the life of the social sciences.

Sociology is no exception. A clear need thus exists for drastic increase in the availability of funds for the purpose of travel to professional meetings. A reasonable restriction on the use of such funds, one adopted successfully by most major universities, is that the individual be actually presenting a paper in order to be granted travel funding for that purpose. In most cases, even where an individual is presenting a paper and appears on an official program, not only in the case of sociology but with the other social science disciplines as well, the individual must actually pay for the total expenses of the trip out-of-pocket. The consequence is of course that this acts as a negative incentive to prepare research papers for such meetings.

Additional Needs. Some complaints in regard to teaching load were heard. Although this is difficult to gauge in terms of the ratio (for the individual) of actual courses to preparations, the sociology faculty is of the impression that the number of actual courses that a single individual must teach is higher at Morgan (eight) than at UMBC. The faculty also perceived that there are salary inequities between Morgan and the comparison campus, UMBC. They also noted that different salary ceilings exist between the two campuses for the ranks of Professor and Associate Professor. No faculty salary adjustments are made on the basis of professional activities connected with the American Sociological Association.

Psychology

The Department of Psychology, like history and sociology, also enjoys a long and distinguished history. The department has eight full-time faculty members, all of whom are tenured. The department has an impressive number of undergraduate majors (236), with about 35 who are graduating seniors. Special features of the department's program include special seminar courses, courses on the scientific method as well as separate courses in research methods and in statistics, and laboratory experience. Each student major is required to take a common core of ten courses for a major, and an attractive array of elective courses is offered (including courses on death and dying, black self-concept, exceptional children, testing, and social psychology, among others).

Library Needs. While a need here definitely exists, it does not appear to be quite as severe as in the case of sociology and history. But this does not of course detract from the needs that do exist. Evidently, the holdings in psychology have improved in the last five years. A severe problem, also noted in history (and sociology), is that a card for an issue of a journal will be present in the card catalogue yet the actual journal issue will not be present in the stacks. Thus what needs to be done is the repurchase of all the missing issues, after a careful inventory of what is missing. Generally, the faculty felt that although some improvements have indeed been made, the problems of library acquisitions are of roughly the same order or magnitude in psychology as in the other social science disciplines.

Equipment Needs. The equipment needs of the Department of Psychology are without exception the most severe of all the social sciences at Morgan. The need here is very great indeed. Psysiograph ("polygraph"), GSR, testing, perception, and other such equipment, in addition to the more traditional conditioning equipment ("Skinner boxes"), is indispensable in any department of psychology. The sad truth is that the department's entire polygraph was stolen and has not been replaced. They need GSR equipment. They need a considerably more extensive selection of audio-visual equipment, including video-cassette equipment.

Animal laboratory facilities for any functioning psychology department must be kept up to date, well-equipped, well-stocked and cleanly maintained. The state of affairs in regard to the animal labs at Morgan can only be described as horrible. The faculty evidently pays out-of-pocket for certain pieces of equipment for classes. It is difficult to secure funds to repair equipment. The general equipment maintenance problem at Morgan hits the Department of Psychology especially hard. It is evidently true that the equipment and housing facilities for experimental rats is neither properly sterilized nor adequately stocked with food: On at least one definite occasion, and perhaps others as well, animals have actually died.

The department is in need of duplicating and photocopying facilities. It is in need of additional funds for ordinary items of supplies -- paper, scotch tape, and so on. The hand and desk-top calculators that are presently in the department are obsolete and constantly in need of repair.

(It might be finally noted that a number of faculty perceived that funds for such equipment were easier to obtain when the department was housed in the Division of the Natural Sciences. The Department of Psychology became part of the social sciences in 1974. But whether or not the resultant difficulties in obtaining funds is due to this or to other causes was not immediately ascertainable.)

Clerical. As with the Departments of History and Sociology, there is only one secretary for the entire department.

Additional Needs. Additional grant dollars are necessary. This of course rests largely on faculty initiative; but the faculty cannot be expected to carry out this initiative given the unfortunate state of the equipment, facilities, space and morale of the department. Undoubtedly, considerable and rapid improvement and enhancement of only equipment, and facilities and clerical staff would go a long way in aiding the faculty in securing outside funding. The department presently has no RAs or TAs whatever. Clearly, there is an extreme need for several of these positions, simply as a start. (NOTE: The Psychology Department on the comparison campus, UMBC, has thirteen TAs.) There should be a somewhat better match between areas of competence and actual courses taught. This would of course be improved by the addition of several new faculty positions (certainly justified on the basis of number of majors, class sizes, and the overall projections of student interest in the field of psychology). They need to expand their use of computer facilities; they presently have (only) one terminal from the NSF grant. The statistics laboratory needs to be expanded, with perhaps one or two more terminals, and new electronic hand-held as well as desk-top calculators. Finally, a number of faculty noted that while the graduate program has been strengthened somewhat over the past five years, the undergraduate program has not. Some faculty wish to now pay somewhat more relative attention to the (large) undergraduate program -- by way of setting priorities.

Political Science

The Political Science Department at Morgan, though relatively small, has a number of clear strengths. There are four full-time faculty, three of whom are tenured. Despite the relatively small size, there are something under 300 udergraduate majors, with 27 as graduating seniors. About twelve undergraduate courses are offered per semester. Four areas are emphasized in the curriculum: American government; international relations, political theory; and comparative governments.

Library Needs. Holdings appear considerably better than in the other social sciences. Most of the necessary journals are listed in the catalogue. The problem of having a listing appear but not be present on the stacks is less of a problem. Unlike the other social science departments, the Department of Political Science maintains an extensive departmental library.

Equipment. The department needs a copier, and would like as well tape recorders and more typewriters. A problem plaguing the department, as well as all the other social science depatments, is that requisitions for equipment are simply not processed. The Department of Political Science reports that one requisition (for a book case) has been waiting since 1977 to be processed.

Clerical. The only secretary housed in the department resigned the day before this consultant arrived. While one secretary is certainly adequate for four faculty, the department would benefit from someone in the position of administrative assistant -- part of whose job could be that of librarian for the department's library.

Other Needs. As with the other departments, funds are needed for travel to meetings of professional societies. This need is particularly acute in the discipline of political science, especially given the international emphasis and the resultant need to often travel to foreign countries for purposes of presenting a paper. (We note here that Morgan's International Studies Program, presently housed in the Department of Geography, draws heavily on courses offered in the Department of Political Science. At least one faculty member stated that this program should instead be housed in Political Science.) An important (though very general) need is for new faculty positions: the department should expand, comfortably, to 6 or 6.5 faculty FTEs. This seems quite justifiable in terms of the very large number of departmental majors.

Geography

There are four full-time faculty in geography, all of whom are tenured. The department houses Morgan's International Studies Program. There are presently about 20 majors in the department, with four graduating in June of 1981. The department offers 27 undergraduate courses, four of which are in cartography, and two of which are in statistics.

Library. The library support for this department is adequate.

Equipment. The department houses one computer terminal, one photo enlarger-reducer, and several calculators, as well as an adequate level of supplies. It should be noted that this equipment was purchased from grant funds rather than from state funds. While adequate for a small department, the equipment does not begin to compare with the extensive equipment housed at the very elaborate UMBC Geography Department.

Clerical. One person, who functions as secretary, receptionist, and administrative assistant. There are no research assistants or teaching assistants.

Other Needs. The placement of graduates from Morgan's Geography Department is impressive. Morgan and the Department of Geography were selected by the U.S. Bureau of the Census to train enumerators. The department would like to add courses on computer graphics and in photo-cartography. It is important to note that this relatively small department presently has five grants, all from NSF. Clearly there is a strength here that can be continually enhanced. The department would like to expand its faculty FTE allocation by two or three. The conference travel budget stands at zero, as with all the social science departments at Morgan.

UNIVERSITY OF MARYLAND - EASTERN SHORE (UMES)

The UMES campus houses thirteen academic departments, one of which is entitled the Department of Social Sciences.

Department of Social Sciences

The department offers three undergraduate majors and one undergraduate minor. These constitute the four primary disciplines represented within the department, which are: history; sociology; and social science teaching (the three areas for a major); and political science (for the minor). In addition, the department offers courses in philosophy, geography, social work, and anthropology. The department contains 9 full-time faculty persons and two part-time persons. Of the nine full-time faculty, four are sociologists, three are historians, one is a political scientist and one a philosopher. Three of these nine faculty are tenured. The department has 107 majors, of which fully 85 percent are in sociology, with the remaining 15 percent divided equally between history and social science teaching. Despite the heavy teaching load (four courses per term), the faculty is quite productive, producing per year roughly four published articles in refereed journals, several papers at professional meetings, and two books under contract and in process.

Library Needs. A systematic examination of the department's needs should be made. There are inadequacies, but these are unequally distributed among the disciplines. Specific areas of need identified during the visit were as follows: Holdings are particularly weak in psychology; and the library has an uneven representation of journals in the social and behavioral sciences; yet the "basic" works (as, works by important classical theorists) seem to be at least reasonably well represented.

Equipment and Space Needs. Faculty members are housed in faculty offices that are nothing more than half-wall cubicles. Office hours are rigidly maintained throughout the campus; yet it is extremely difficult to consult with students and maintain any measure of privacy in such an environment. It would be absolutely impossible to think and write in such an environment; thus the faculty is forced to engage its creative work at home. This is a truly unfortunate office situation for such an unusually bright, well-trained, youthful and highly productive faculty.

While adequate office space seems to be among the top priorities here, there are nonetheless equipment needs as well. The department presently has a slide projector; a film projector; and four IBM typewriters. It needs repairs and regular maintenance on the audio-visual equipment, which is now in disrepair, and the department would like at least two more typewriters. Other items, such as specialty tables and projection screens are needed.

The need for computer and calculator equipment does not appear to be as pressing as other need areas. There are presently 24 terminals on campus, hooked to the UMCP system. Students use hand calculators, desktop calculators in a methods course.

Clerical. One full-time secretary serves the department. The chairperson considers secretarial support to be adequate.

Curriculum. A number of specific needs relating to both the course offerings as well as faculty recruitment are apparent. The problem centers on how to spread several disciplines over relatively few faculty. As things presently stand, a political scientist must teach a course in history; an historian must teach a course in law; and so on. This condition really needs to be remedied, at best by the addition of new full-time faculty. This would alleviate an additional problem that was noted: A number of courses listed in the catalogue are taught only once every three and sometimes every four years.

While psychology is housed in the Department of Education, the social sciences chairperson nonetheless wants at least some evaluation of the prospects of hiring one psychologist and teaching two or three courses in psychology. The chairperson also expressed interest in hiring one economist, and also an anthropologist as well as another philosopher.

Recruitment. The department will lose two faculty positions as of the 1981 - 82 academic year as these positions are supported by outside funds (Title III funds). Not only might the number of positions be expanded for the curriculum reasons noted above, but in addition, these positions should be replaced.

Other Needs. The chairperson noted that faculty salaries, while somewhat lower than he would like, are nonetheless perceived there to be "not as bad" as on some of the other campuses. But inequities were nonetheless perceived in other important areas (such as in regard to teaching loads), by the chairperson and by all faculty as well.

Citing some of the inequities between the state system and the university system, UMES personnel noted that teaching loads (which are 12 hours at UMES) are less at UMCP (9 hours). Also the teaching loads are definitely lower in the social science departments at UMBC, the comparison institution. There is an inequity here, and it should be corrected. The youth and productive vigor that have already been demonstrated by this impressive faculty can only be suppressed by the presently heavy teaching loads, especially since they are more than at appropriate comparison campuses. This inequity really must be given full attention during the actual enhancement.

The faculty noted that the local administration distinguished "university service" (membership on campus committees, clubs, advising, etc.) from "community service" (namely, some form of participation in the surrounding community). From the viewpoint of the local administration and in consideration of town-gown relations, this distinction might seem advisable. Nonetheless it is not a distinction made at most universities, where "university service" is defined in terms of service to the specific institution and is used, along with publications and teaching quality, in evaluating the faculty person for salary increment or for promotion. Evidently the local administration views newsworthy contributions to the surrounding community worthy of consideration as an actual criterion for evaluation of a faculty member. While there indeed might be merit in this, and while active participation in the surrounding community should certainly be encouraged at every turn, the question should be raised as to the use it as a criterion for the evaluation of faculty performance.

While it was noted that more funds are needed for the purposes of travel to professional meetings, this does not appear to be as problematic on other pertinent campuses (such as Morgan), since a university-wide fund for this purpose seems to work at least reasonably well at UMES.

CHAPTER 12

SUMMARY AND CONCLUSIONS

A study of the four historically black institutions in the State of Maryland must be made with the awareness that these institutions are an integral part of the total picture of higher education in the state. Historically, the black institutions were founded to serve a segregated portion of the society; however, over time, these institutions have become increasingly a part of the system, and less apart from the system. Thus, the historically black institutions have shared in the benefits derived from being a part of the state system, but they have also been affected by the problems endemic to the system.

Adequate funding is a *sine qua non* for excellence in higher education. A recent report of the State Board for Higher Education makes it clear that the State of Maryland does not support higher education in a manner that is commensurate with the per capita wealth.[1] For example, Maryland ranks 10th among the states in its income per capita and ranks 39th among the states in terms of its financial support of its higher education system. However, State and local appropriations for the two- and four-year public colleges, per student, were six percent below the national average in FY 1976 and ten percent below the national average in FY 1980.

The amount of State funds available to higher education declined between FY 1976 and FY 1980. In FY 1976, the State Legislature appropriated 13 percent of the General Fund to higher education. By FY 1980, only 10.4 percent of General Funds were appropriated for higher education. In that same period, because of inflation, the purchasing power of General Funds declined approximately 10 percent.

In addition to the shrinkage of purchasing power of General Funds brought on by inflation, expenditures in public institutions in the areas of administration, library, student services, physical plant and public safety have decreased between 1976 and 1980. Similarly expenditures for salaries and wages also decreased.

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[1] State Board for Higher Education, *Trends in Funding Higher Education in Maryland*.

The general state of higher education funding in the state is not good. In a word, the State Board report previously cited states "A low level of operating support, continually eroded by inflation, has resulted in obsolete equipment, low salaries, little money for travel and personnel development, and substantial deferred maintenance in all public colleges and universities."[2] This conclusion was reached after a study of all public institutions when compared with self-selected peer institutions. The same conclusion was reached by the Enhancement Team when it studied the historically black institutions. Thus, in addition to the other problems the minority institutions face, which have been documented in the report, the historically black institutions suffer from the State's overall inadequate funding of higher education.

A critical element in the Enhancement Study of the black institutions was the utilization of the funds that were actually appropriated. Administrators and faculty in each black institution cited examples of the initial allocation of funds for travel or supplies or equipment at the beginning of the fiscal year and the subsequent announcement that the unspent portion of the allocation was no longer available. Various reasons for the cut-off funds were given. Frequently the situation materialized because, the funds were needed to cover unanticipated revenue shortfalls related to the underattainment of projected enrollments. The underattainment of enrollment then led to the reduction of faculty positions, which in turn, led to some courses being cancelled or faculty being asked to teach over-load assignments, sometimes without additional remuneration. This type of situation occurred in non-black institutions; however, it seemed to be more serious and more pronounced in the historically black institutions. The result was a lack of funds for professional travel, lack of funds for the purchase or repair of critically needed equipment, and a curtailment or complete cessation of library purchases. The impact of non-available funds on instructional quality and faculty morale was evident throughout the campus visitations.

Without a doubt, the most critical need of each historically black institution - Bowie, Coppin, Morgan, and University of Maryland - Eastern Shore - is the upgrading of the science facilities and equipment.

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[2] Trends in Funding Higher Deucation in Maryland, p. 4.

A frequently-made observation was that science facilities and equipment at neighboring high schools were superior to those at the historically black institutions.

The lack of proper maintenance of equipment was another area of obvious need in the historically black institutions. In each institution numerous items of valuable equipment was not in use because of a missing or malfunctioning part. The most frequently cited reason was the lack of funds to repair the equipment or to purchase the needed replacement part. In some cases certain items of equipment had not been used for a period of several years because of inadequate funds.

The need for more faculty in various disciplines was frequently noted by the consultants in the Enhancement Study. However, the present State policy which ties faculty positions to full-time equivalent student enrollment makes it difficult to justify the need for additional faculty. If the projected enrollment declines materialize, reductions in faculty will be required. Some reductions in faculty can be achieved by reducing the number of part-time faculty and through normal attrition. However, these means may not be the complete solution in those areas and departments with large numbers of tenured faculty and declining student enrollments. Moreover, since the black institutions have significant enrollments in remedial classes and heavy enrollments in lower division classes, these institutions should have a lower student/faculty ratio; more faculty may be needed instead of fewer faculty.

Throughout this Study, it was evident that Maryland's historically black institutions have made outstanding contributions to higher education. Maryland's black institutions were created in response to a social need and in spite of inadequacies, these institutions have produced teachers, ministers, lawyers, physicians and many other productive citizens.

If the recommendations of this Study are implemented, the State's historically black institutions will be put in a position to be competitive with comparable institutions and will be assured of the continued capability to serve all of the citizens of the State, regardless of creed or color.

APPENDICES

APPENDIX A

EVALUATION OF BUILDING AND EQUIPMENT CONDITION

EVALUATION OF BUILDING AND EQUIPMENT CONDITION

The following tables reflect the building condition as recorded in the SBHE facilities inventory, and the assessment of the condition/quality of furnishings and equipment made by this consultant. Note that condition/quality ratings in the rightmost column were provided only for those buildings visited by the consultant.

The building condition classification assigned to particular buildings was developed by the Board of Trustees in cooperation with each school (e.g., Bowie, Coppin, and Towson). Likewise, the University of Maryland schools and Morgan State were categorized using the same criteria. The SBHE did not make an independent evaluation to determine "condition and quality" but merely reported what each institution had assigned, based upon their own judgment.

Buildings undergoing planning or construction were reported in Remodel A, B. or C categories, even though alterations were in progress. It should also be noted that the Board of Trustees has indicated that due to other commitments, it utilized 1979 data rather than Fall, 1980 data on all space inventory submissions. Differences are assumed to be inconsequential.

BUILDING CONDITION (NCHEMS Definitions)

Satisfactory: Suitable for continued use with normal maintenance.

Remodel - A: Requires restoration to present acceptable standards without major room use changes, alterations, or modernization. The approximate cost of Remodel-A is not greater than 25% of estimated replacement cost of the building.

Remodel-B: Requires major updating and/or modernization of the building. The approximate cost of Remodel-B is greater than 25%, but not greater than 50% of the estimated replacement cost of the building.

Remodel-C: Requires major remodelling of the building. The approximate cost of Remodel-C is greater than 50% of the replacement cost of the building.

Demolish: Should be demolished or abandoned because the building is unsafe or structurally unsound, irrespective of the need for the space or the availability of funds for a replacement. This category takes precedence over categories above. If a building is scheduled for demolition, its condition is recorded as 'Demolish' regardless of condition.

Termination: Planned termination or relinquishment of the building for reasons other than unsafeness or structural unsoundness, such as abandonment of temporary units or vacation of leased space.

FURNISHINGS/EQUIPMENT CONDITON

Superior: Equipment and furnishings are of very high quality, may be new or nearly new, and are well maintained.

Excellent: More than adequate to fulfill the requirments. Few items may be somewhat worn or missing, but are of high overall quality.

Good: Equipment and furnishings are of average quality, adequate for the purpose, typical for the group.

Fair: Somewhat below average in quality and condition. Some items missing or inadequate, maintenance somewhat below par.

Poor: Definitely below reasonable standards. Many items broken or missing, poorly maintained, inadequate for the purposes.

Science and Technology Buildings

Campus	Building	Year Built(Rem)	Assignable Area	Building Condition	Equipment & Furnishings
Towson:	Smith Science	1965	53,360	Rem-C	Fair
	Smith (addition)	1976	72,582	Sat	Excellent
Coppin:	Julian Science	1966	21,555	Rem-B	Poor
Bowie:	Crawford	1967	28,929	Sat	Good
		* * * * *			
UMBC:	Chem-Physics	1970	67,889	Sat	Excellent
	Bio-Science	1971	32,711	Sat	Superior
	Greenhouse	1970	7,372	Sat	-
Morgan:	Carnegie	1919(54)	9,328	Demol	Poor
	Spencer	1930(63)	20,166	Rem-C	Poor
	Key	1964	14,650	Sat	Good
	Calloway	1953	28,431	Rem-A	Good
	Vivarium	1951	2,834	Demol	Poor
UMES:	Banneker	1959	3,830	Rem-C	Fair
	Carver	1972	16,887	Sat	Good
	Bird	1940	6,430	Demol[a]	Fair
	Trigg	1954(80)	17,629	Sat	Excellent

[a] Although listed as Demolish, Bird Hall should be reconsidered for rehabilitation

Social Science and Humanities Buildings

Campus	Building	Year Built(Rem)	Assignable Area	Building Condition	Equipment & Furnishings
Towson:	Psychology	1978	28,220	Sat	Superior
	Linthicum	1968	55,973	Sat	Excellent
	Van Bokkelen	1932(80)	17,567	Sat[b]	-
Coppin:	(See Jacobs)				
Bowie:	Banneker	1925(68)	7,133	Rem-A	Poor
		* * * * *			
UMBC:	Social-Science	1972	50,836	Sat	Superior
Morgan:	Holmes	1949(65)	26,856	Sat	-
UMES:	(See Wilson)				

[b] Currently under remodelling

Business and Education Buildings

Campus	Building	Year Built(Rem)	Assignable Area	Building Condition	Equipment & Furnishings
Towson:	Stephens	1915	51,238	Rem-C	Poor
	Hawkins	1978	42,607	Sat	Excellent
	Lida Lee Tall	1961	36,042	Sat	-
	Lecture Hall	1978	5,662	Sat	Excellent
Coppin:	Jacobs	1977	66,759	Sat	Superior
	Murphy Research	1961	24,547	Sat	Good
Bowie:	Robinson	1960	20,115	Rem-C	Fair
		* * * * *			
UMBC:	Ed-Math	1968	31,067	Sat	Excellent
	Academic IV	1980	57,114	Sat	Superior
	Lecture Hall I	1966	2,855	Sat	Excellent
	Lecture Hall II	1970	4,032	Sat	Excellent
Morgan:	Jenkins	1974	50,650	Sat	-
	McMechen	1972	27,225	Sat	-
	Soldiers Armory	1957	14,089	Sat	Fair
UMES:	Wilson	1949(73)	8,802	Sat	Good
	Kiah	1940	17,339	Demol	-
	Spalding	1963	3,144	Rem-C	Fair
	Brown	1966	3,617	Sat	Good
	Child Center	1974	2,082	Sat	-
	Child Ctr(addition)	1979	9,365	Sat	-
	Home Ec Cottage	1969	2,231	Sat	-
	Somerset Multipurp		11,955	Sat	Fair
	Somerset Jr High		30,784	Rem-C	Fair

Fine Arts Buildings

Campus	Building	Year Built(Rem)	Assignable Area	Building Condition	Equipment & Furnishings
Towson:	Fine Arts	1973	102,618	Sat	Excellent
Coppin:	Johnson Aud	1972	20,976	Sat	Good
Bowie:	King Center	1973	77,816	Sat	Excellent
		* * * * *			
UMBC:	Fine Arts	1972(75)	84,793	Sat	Superior
Morgan:	Murphy Complex	1960(70)	46,336	Sat	Excellent
UMES:	Tanner Fitzgerald	1963 1973	3,155 25,388	Rem-C Sat	Fair Superior

Athletics/Physical Education Buildings

Campus	Building	Year Built(Rem)	Assignable Area	Building Condition	Equipment & Furnishings
Towson:	Towson Center Burdick	1977 1968	124,802 70,380	Sat Rem-A	Superior -
Coppin:	Pullen	1958(75)	36,574	Sat	Fair
Bowie:	James Center McKeldin Gym	1973 1957	62,207 15,203	Sat Rem-A	Excellent Fair
		* * * * *			
UMBC:	Mult-Purp Gym I Fieldhouse Gym II Natatorium	1966 1972 1977	29,754 40,498 16,155	Sat Sat Sat	Excellent Excellent Excellent
Morgan:	Hurt Gym Hill Fieldhouse	1952 1974	35,172 65,737	Rem-A Sat	Fair Good
UMES:	Tawes Gym	1966(73)	27,343	Sat	Fair

Library and Media Resource Buildings

Campus	Building	Year Built(Rem)	Assignable Area	Building Condition	Equipment & Furnishings
Towson:	Cook Library	1969	124,404	Sat	Excellent
	Media Center	1957(70)	18,924	Sat	-
Coppin:	Moore Library	1960	12,714	Sat	Good
	Moore (addition)	1975	41,535	Sat	Excellent
Bowie:	Marshall Library	1977	123,210	Sat	Superior
		* * * * *			
UMBC:	Library		101,398	Sat	Excellent
Morgan:	Soper Library	1974	82,809	Sat	Excellent
	Communications Ctr	1938(77)	27,015	Sat	-
UMES:	Douglass Library	1969(79)	33,498	Sat	Excellent

Administration Buildings

Campus	Building	Year Built(Rem)	Assignable Area	Building Condition	Equipment & Furnishings
Towson:	Administration	1972	37,576	Sat	Excellent
Coppin:	Conner	1978	24,557	Sat	Excellent
Bowie:	Administration	1977	19,753	Sat	Excellent
	Counselling Ctr	1950	1,993		-
		* * * * *			
UMBC:	Administration	1972	45,627	Sat	Excellent
Morgan:	Carter-Grant-Wils	1964	15,079	Sat	-
	Truth	1946(79)	18,176	Sat	Excellent
UMES:	Maryland Hall	1940(79)	11,011	Sat	Excellent

Health Service Buildings

Campus	Building	Year Built(Rem)	Assignable Area	Building Condition	Equipment & Furnishings
Towson:	Dowell	1963	5,164	Sat	Excellent
Coppin:	(see Tawes Center)				
Bowie:	Infirmary	1965	2,459	Sat	Good
		* * * * *			
UMBC:	Health Services	1979	1,890	Sat	Excellent
Morgan:	Woolford	1954	3,282	Sat	Fair
UMES:	(see Wicomico Dorm)		2,502		-

Student Center Buildings

Campus	Building	Year Built(Rem)	Assignable Area	Building Condition	Equipment & Furnishings
Towson:	University Union	1971	100,597	Sat	Excellent
Coppin:	Tawes Center	1965(78)	29,585	Sat	Superior
Bowie:	Union	1966(81)	16,874	Sat[a]	Superior
		* * * * *			
UMBC:	Student Activity	1967(69)	22,088	Sat	Fair
	Hillcrest		12,899	Rem-A	-
Morgan:	McKeldin Center	1974	45,419	Sat	-
UMES:	Stu Development	1976	32,334	Sat	Excellent

[a] Currently under remodelling

Utility, Service, Maintenance Buildings

Campus	Building	Year Built(Rem)	Assignable Area	Building Condition	Equipment & Furnishings
Towson:	Gen Services	1970	16,973	Sat	-
	Power Plant	1914	509	Rem-A	-
Coppin:	(see Pullen)				
Bowie:	Maintenance	1967(73)	19,722	Sat	Excellent
	Boiler Plant	1952(71)	111	Rem-A	-
		* * * * *			
UMBC:	Central Plant	1970	4,572	Sat	-
	Phys Plant Shops		16,503	Term	-
	Public Safety	1977	1,224	Sat	-
	Warehouse	1973	14,484	Sat	-
Morgan:	Service Bldg	1980	26,894	Sat	Excellent
	Service Annex		8,090	Rem-B	-
	Heating Plant	1942	1,113	Sat	-
	Old Power Plant	1920	3,194	Demol	-
UMES:	Gen Storage	1955(78)	3,584	Rem-C	Good
	Storage Bldg	1970	3,990	Sat	Good
	Heating Plant	1950(72)	3,258	Sat	Fair

Residence and Dining Buildings

Campus	Building	Year Built(Rem)	Assignable Area	Building Condition	Equipment & Furnishings
Towson:	Newell	1914(74)	35,575	Sat	-
	Prettyman	1956	23,452	Rem-A	-
	Scarborough	1964	23,268	Rem-A	-
	Ward	1951	8,498	Rem-A	-
	West	1951	8,045	Rem-A	-
	Tower	1972	57,933	Sat	-
	Richmond	1923(74)	16,204	Sat	-
	Newell Dining	1914(76)	28,233	Sat	-
Coppin:	(no residential facilities)				
Bowie:	Holmes	1951(70)	15,620	Rem-A	Poor
	Kennard	1955(67)	14,783	Rem-A	Fair
	Towers	1974	23,350	Sat	Fair
	Tubman	1918(69)	19,945	Rem-A	Fair
		* * * * *			
UMBC:	Res I Susquehanna	1970	47,241	Sat	Superior
	Res II Chesapeake	1971	49,754	Sat	-
	Res III Patapsco	1972	51,989	Sat	-
	Dining Hall	1970	25,186	Sat	Excellent
	W Hill Apts	1980	62,000	Sat	Excellent
	HUD Apts	1981	61,000	U/C	-
Morgan:	Harper	1951	18,829	Rem-B	-
	O'Connell	1963	28,734	Rem-A	-
	Tubman	1940	14,621	Rem-B	-
	Baldwin	1929	11,022	Rem-B	Poor
	Cummings	1952	16,267	Rem-B	Fair
	Memorial Refectory	1949	25,464	Sat	Good
UMES:	Harford	1950(72)	10,389	Rem-B	-
	Somerset	1949(72)	10,291	Rem-B	Fair
	Wicomico	1966	12,720	Sat	-
	Murphy	1943	11,480	Rem-B	-
	Murphy Annex	1964(72)	14,305	Sat	-
	New Apt/Dorms	1980	53,000	Sat	Excellent
	Dorms 6A, 6B	1973	15,734	Sat	-
	Stu Apts E, W	1959	8,444	Rem-B	-
	Stu Cottages	1964(79)	5,984	Sat	-
	Stu Apts	1949	11,969	Rem-C	-
	Fac Cottage S	1949	1,233	Demol	-
	Stu Cottage N	1949	1,233	Demol	-
	Waters Dining	1950(73)	18,898	Sat	Fair

APPENDIX B

GUIDELINES FOR CONSULTANTS

GUIDELINES FOR CONSULTANTS

The following information is offered for the guidance of the consultants. The State Board for Higher Education will provide basic information and data for the consultants to consider. The comparative analysis of institutions on the basis of the data available will enable the consultants: (1) to identify unmet needs at the historically black institutions and (2) to recommend the personal and financial resources which will be required to meet these needs.

Consultants should feel free to request additional information and to expand the areas of inquiry and assessment.

Facilities/Equipment

A. The State Board for Higher Education will make the following data on facilities and equipment available to the consultants:

1. Total square footage available per student in each institution to be visited; square footage available by academic program, library, and student services; proportion of space allocated to laboratory or lecture functions.
2. List of deferred maintenance needs by project and approximate cost involved.
3. Proportion of budget in each institution devoted to ongoing plant maintenance.
4. Proportion of budget allocated to fuel and utilities.

B. The consultants will be asked to make the following judgments:

1. Assess appropriateness of space utilization and construction design to meet program needs.
2. Compare library facilities to national or professional standards.

3. Assess site development for availability of parking, ease of movement among buildings, landscaping for conservation and aesthetic value and similar features.
4. Assess type, age, quality, quantity, and condition of instructional equipment by program.
5. Assess quality of space considering lighting, seating, accessibility to the handicapped, availability of appropriate built-in equipment, heating and cooling systems, safety features, adequacy of electrical outlets, ventilation, energy efficiency of plant and aesthetic considerations.

Student, Staff, Professional and Faculty Resources

A. The State Board for Higher Education will provide the following data on student, staff, and professional resources to the consultants:

1. Ratio of faculty to student by program and administration and support staff to students.
2. Ratio of secretarial staff to professional staff and faculty.
3. Loads of faculty in teaching, research, student service and community service.
4. Proportions of faculty in various academic ranks and proportion having tenure in each rank.
5. Office hours required above teaching hours by program.
6. Research, writing, grant awards, conference participation and similar achievement of faculty and staff.
7. Number and proportion of faculty and administrative and support staff with terminal degrees.

8. Student admission standards; proportion of and standards for special admission; retention rates.
9. Number of credits required for graduation and course components required by program.
10. Record of usage of library by faculty and students; record of usage of students of counseling and other support services.

B. The consultants will be asked to make a judgment about the adequacy of the staff to offer the programs.

Academic

A. The State Board for Higher Education will make the following information on academic programs available to the consultants:

1. The SBHE Program Inventory.
2. Latest regional and specialized accreditation reports on the institutions to be visited.
3. Record of placement of students in professional fields for which they are trained; placement in graduate school; proportions of students passing licensing, accrediting, or testing standards in professional fields, on first trial and on subsequent trials.

B. The consultants will be asked to make the following assessments:

1. Assess the course components of programs, including required or available laboratory or practicum experiences.
2. Assess related courses available as programmatic support to academic programs.
3. Assess appropriateness of programs to institutional missions as identified in the SBHE Master Plan; assess appropriateness of programs to student clientele.
4. Assess overall of programs.

Funding

A. The State Board for Higher Education will make the following data on funding available to the consultants:

   1. Proportion of institutional budgets devoted to each program examined, to administrative functions, to student support services, and to fixed costs, maintenance and various other functions.
   2. Average faculty and administrative salaries and salary range at each rank.
   3. Funds available for faculty and staff travel, conference participation, and similar enrichment activities.
   4. Tuition and fees both in dollars and as a proportion of total costs per student.
   5. Federal support, both in dollars and as a proportion of costs per student and by category of federal support.
   6. General fund support, both as dollars and as proportion of costs.
   7. Financial aid by source available to students; proportion (or number) of students qualifying for aid; proportion (or number) receiving aid; average award.

B. The consultants will be asked to assess if the level of funding available to the institution is adequate to offer the program.

APPENDIX C

CONSULTANT CURRICULUM VITAE

RESUME

JAMES B. ALSIP

8430 Briar Creek Drive
Annandale, Virginia 22003

703/425-9673 (Home)
202/676-6455 (Office)

EDUCATIONAL RECORD:

Emory University	1968	(M.L.N., Library Science)
Texas Christian University	1964	(M.A., History)
Texas Christian University	1959	(B.A., Government)

EMPLOYMENT HISTORY:

1979-Present	UNIVERSITY LIBRARIAN George Washington University
1976-1979	ASSOCIATE DIRECTOR (TECHNICAL SERVICES) University of Oklahoma
(Nov. 1977-Sept. 1979)	(INTERIM DIRECTOR OF UNIVERSITY LIBRARIES) (University of Oklahoma)
1975-76	ASSISTANT DIRECTOR FOR TECHNICAL SERVICES University of Oklahoma
(Dec. 1975-Aug. 1976)	(ACTING ASSOCIATE DIRECTOR OF UNIVERSITY LIBRARIES) (University of Oklahoma)
1974-75	ASSISTANT DIRECTOR OF LIBRARIES Western Illinois University
1971-74	ACQUISITIONS, BUDGET AND PERSONNEL LIBRARIAN Western Illinois University
1969-71	HEAD, PUBLIC SERVICES AREA Western Illinois University
1968-69	FIRST ASSISTANT SOCIAL SCIENCE LIBRARIAN University of Georgia
1967-68	GRADUATE ASSISTANT, LIBRARY SCIENCE Emory University
1965-67	INSTRUCTOR OF HISTORY West Georgia College
1963-65	INSTRUCTOR OF HISTORY AND POLITICAL SCIENCE North Carolina Wesleyan College
1962-63	BIBLIOGRAPHER Texas Christian University
1961-62	GRADUATE ASSISTANT, HISTORY Texas Christian University
1959-61	DIVISIONAL PERSONNEL AND FINANCE OFFICER U.S. Army

PROFESSIONAL ACTIVITIES:

A. Papers and Presentations.

The Undergraduate Library: Its Organization and Function within the Structure of the Research Library. A paper presented at the Annual Conference, Illinois Library Association. Fall, 1970.

Planning the Physical Needs of a New University Library. A paper presented at the Annual Conference, Illinois Association of College and Research Libraries. Spring, 1971.

A Program for a New Library Building: Western Illinois University. Macomb, Illinois. 1971. Revised, 1974. With W.J. Whitehead.

Report to the President: Task Force on Library Management and Personnel Review. Western Illinois University. Macomb, Illinois. 1974. With Victor Hicken, Pat Buford, John Campbell and Roy Chang.

The Alternative to a New Library Building: Renovation and Addition. A paper presented at an American Library Association meeting. Summer, 1975.

People Problems. A paper for an Oklahoma Library Association Workshop. Fall, 1976.

Library Building Program: Its Context and Purpose. A paper presented at the Southeastern Library Association meeting. Fall, 1980.

B. Workshops and Institutes Attended.

U.S. Office of Education, "In Service Training for Undergraduate Librarians," University of California-San Diego. Summer, 1970.

Management Institute for Librarians, Miami University, Ohio. Summer, 1971.

American Library Association Telecommunication Seminar. Washington, D.C. Fall, 1972.

9th-12th annual Clinics on Library Application of Data Processing. University of Illinois. Spring, 1972-75.

Staff Development and Continuing Education Programs for Librarians: A Workshop. University of Michigan. Fall, 1973.

Workshop on "Cable TV and the Library." University of Illinois. Fall, 1973.

"Hiring Practices." H.E.W. Workshops. Chicago Office. 1974.

Workshop on "Monies for Libraries from Beyond the Campus." Columbia University. Fall, 1974.

C. Committee Service.

Member. Executive Board. Library Technical Committee. Metropolitan Washington Council of Governments, 1979-81.

Member. Library Technical Committee. Metropolitan Washington Council of Governments, 1979-83.

Member. Technical Standards for Library Automation Committee; Information Science and Automation Section; Library and Information Technology Association; American Library Association, 1978-80.

President. Oklahoma Library Association, January-July, 1979.

First Vice-President and President-Elect. Oklahoma Library Association, 1978.

Member. Editorial Board, Oklahoma Librarian, 1977-79.

Member. Network Advisory Council; State of Oklahoma Department of Libraries, 1977-79.

Director-at-Large, Executive Board. Oklahoma Library Association, 1977-78.

Member. Constitution and Bylaws Committee; Southwestern Library Association, 1976-78.

Chairperson. Audit Committee; Oklahoma Library Association, 1977-78.

Chairperson. Automation Roundtable; Oklahoma Library Association, 1977-78.

Chairperson. Equipment Committee; Buildings and Equipment Section; Library Administration and Management Association; American Library Association, 1977-79.

State of Oklahoma Representative, Library Administration and Management Association; American Library Association, Member Services Group, 1976-79.

Advertising Manager of the Oklahoma Librarian, the official journal of the Oklahoma Library Association, 1976-79.

Vice-Chairperson. Automation Roundtable; Oklahoma Library Association, 1976-77.

Secretary. Illinois Library Association's Taskforce on Funding, 1972-74.

Member. College and University Libraries Building Committee; Buildings and Equipment Section; Library Administration Division; American Library Association, 1974-78; 1979-Present.

Member. Illinois Association of College and Research Libraries Planning Committee for Annual Meeting, 1974-75.

Member. Illinois Library Association Nominating Committee, 1972-73.

D. Active Memberships.

American Library Association, since 1968.
  Association of College and Research Libraries, since 1968.
  Library Administration Divsiion, 1968-78.
  Library Administration and Management Association, since 1968.
  Library Resources and Technical Services Division, since 1968.
  Library Information and Technology Association, since 1974.

American Association of University Professors, since 1962.

District of Columbia Library Association, since 1979.

UNIVERSITY SERVICE:

A. George Washington University.

Ex officio. Senate Library Committee. 1979-Present.

Member. University Research Council. 1979-Present.

B. University of Oklahoma.

Member. University Faculty Senate, 1976-77. (Resigned because of my appointment as Interim Director of University Libraries.)

Adjunct Associate Professor, Graduate Faculty, School of Library Science. (Offered a course in the Summer, 1976 and 1977.)

Member. Search Committee for Five Faculty positions, School of Library Science, 1976-77.

Member. Faculty Personnel Appeals Board, 1977-79.

C. Western Illinois University.

Secretary. University Council for a New Library Building, 1970-75.

Member. University Council on Campus Planning and Usage, 1971-74.

Member. University Council for Fiscal Affairs and Planning, 1972-75.

Member. University Taskforce for Affirmative Action, 1973-75.

Member. The President's Committee on the University-wide Use and Planning of Data Processing Applications, 1973-75.

Chairperson. University Taskforce on Library Management and Personnel Review, 1973-74.

Chairperson. Library's New Building Planning Committee, 1970-75.

Member. Library's Department Heads Council, 1969-71.

Chairperson. Library's Department Heads Council, 1971-75.

Chairperson. Library's Committee for Promotion, Tenure and Evaluation, 1972-74.

EXTERNAL CONSULTATIONS:

1980	Review of the library's budgetary support, staffing and physical facilities. Tulane University; New Orleans, Louisiana.
1978-79	Project Coordinator, Title III-C for grant request and evaluation; Langston State University; Langston, Oklahoma.
1974	Reviewed the Technical Service Areas; Knox College; Galesburg, Illinois.

PUBLIC -- COMMUNITY SERVICE:

Member. YMCA's Athletic Committee; Macomb, Illinois, 1971-72.

Member. City of Macomb Library Board of Directors; Macomb, Illinois, 1973-75.

Member. Western Illinois Library System Advisory Council; Monmouth, Illinois, 1974-75.

Member. City of Norman Historical Preservation Committee; Norman, Oklahoma, 1978-79.

BIOGRAPHICAL PROFILE

PAUL LEO CLIFTON BAYLESS 1 Nov 1980

Home Address: 2491 Sycamore Lane, Apt. 9
West Lafayette, Indiana 47906
Tel: (317) 463-2022

Empl Address: Director of Affirmative Action
Purdue University
Freehafer Hall
401 South Grant Street
West Lafayette, Indiana 47907
Tel: (317) 749-6386

PERSONAL

Single 5' 11" 165 lb.

Birthplace: West Mansfield, Ohio
Religious Affiliation: Baptist
Physical limitations or handicaps: none
State of health: excellent
Dependents: none
Hobbies: Camping, bowling, table tennis, bridge, good music

EDUCATION

Bachelor of Industrial Engineering (summa cum laude), Ohio State University, 1966. Major area: operations research, with a broad range of coursework including psychology, economics, business administration and the humanities.

Master of Science, Ohio State University, 1970. Major: Industrial Engineering, concentration in operations research. Thesis topic: "A Heuristic Algorithm for the Classroom Assignment Problem" developed a new method for optimal resource allocation under certain constraint conditions.

Postgraduate work: Department of Industrial Engineering, Purdue University. Coursework has included non-linear and dynamic programming, scheduling theory, advanced simulation techniques, along with accounting, business management and languages (french).

EXPERIENCE
1978
to
Present

Director of Affirmative Action, Office of the President, Purdue University. Responsible for the development, coordination and monitoring of the institutional Affirmative Action Program in recruitment and employment of faculty and staff.

EXPERIENCE (cont.)

1977 to 1978 Minority Recruitment Officer, Office of the President, Purdue University. Assisted academic units in the indentification of minority scholars who might be considered for faculty positions, and advised administrators and heads in development of action-oriented programs aimed at meeting the affirmative action goals and timetables.

1966 to 1977 Associate Coordinator for Space, Office of Schedules and Space, Purdue University. Promoted from Assistant Coordinator in 1975. Promoted from Facilities Planning Analyst in 1970. Responsible for analysis of facilities usage and recommendations to the University Provost for space allocations in all academic and non-academic areas, determination of future facilities needs, development of program requirements summaries for new buildings, and for the coordination and maintenance of campus-wide computerized facilities inventory.

During this period, also served on the Indiana Advisory Commission on Academic Facilities task force with lead responsibility for design and conduct of a complete facilities inventory of all Indiana college and universities, upon which a projection of statewide needs was based. Subsequently, was retained as a consultant to conduct space utilization studies at the University of Notre Dame, at Iowa State University, and at Indiana State University.

1966 Student Research Assistant (part-time), Office of Campus Planning, Ohio State University. Assigned duties included general data preparation, facilities surveys, and the development of computer-based analysis programs for academic space.

fall,1965 Instructor (part-time), Ohio Technical Institute, Columbus, Ohio. Taught computer fundamentals and programming.

summ,1966 Supplemental Systems Engineer, IBM Corporation District Office, Columbus, Ohio. Carried out special programming assignments for local DP installations, including analysis and recommendations for conversion of a large database for the American Jersey Cattle Association nationwide stock registry.

1963 to 1965 Student Research Assistant (part-time), Department of Psychiatry, Ohio State University. Responsible for data preparation and for development of a series of specialized computer programs to support faculty research activities.

1955 to 1962 Assistant Timekeeper, United State Postal Service, Columbus, Ohio. Promoted from Distribution Clerk in 1960. Assigned tasks included maintenance of basic time records for approximately 150 employees at the local facility.

COLLEGIATE

Baptist Student Fellowship, Young Men's Christian Association (Treasurer), Ohio State University Chorus, Civitas Independent Men's Fraternity, Student Council for Religious Affairs (Vice President), UCCS Fellowship House (President), Pershing Rifles Military Society, American Institute of Industrial Engineers Student Chapter (President), College of Engineering Student Council (President), Ohio State University Inter-College Council, Society of Professional Engineers Student Chapter, The Young Democrats Club, Student Religious Affairs Board (Executive Chairman)

OTHER SELECTED ACTIVITIES

Armed Forces Communications and Electronics Association
Central Ohio Association for Computing Machinery
Columbus Technical Council
Ohio National Guard Association
West Lafayette Human Relations Commission (Chairman)
Board of Directors, West Lafayette International Center
National Society of Professional Engineers (E.I.T.)
Lafayette Northside Community Center Facilities
  Planning Committee (Chair)
Committee on Institutional Cooperation: Panel on
  Affirmative Action (Chairman)

CURRENT MEMBERSHIPS AND AFFILIATIONS

Board of Directors, Capsulated Systems, Inc.
American Association for Affirmative Action,
  (Region V Alternate Director)
Member, National Institute of Science
Member, National Technical Association
Member, National Consortium for Black Professional Development
Member, National Council of Black Studies
Member, Mid-America Association for Educational Opportunity
  Program Personnel
Member, National Black Alliance for Graduate Level Education
Member, American Association for the Advancement of Science

HONORS AND AWARDS

National Honor Society, Phi Eta Sigma Freshman Honorary, Alpha Pi Mu Industrial Engineering Honorary, Tau Beta Pi National Engineering Honorary, Phi Kappa Phi National Scholastic Honorary, Texnikoi Engineering Student Honorary, Delphi Student Activities Honorary, Bucket & Dipper Student Activities Honorary, Engineering Honor Student Award 1966, Tau Beta Pi Outstanding Student Award 1965, OSU President's Scholarship Award 1965 and 1966, Recipient of Ohio State General Scholarship, Recipient of the John Younger Memorial Scholarship 1965

MILITARY SERVICE

Member of Ohio Army National Guard 1955-1966. Attended Officer Candidate School and commissioned 2nd Lieutenant (with distinction) 1960. Attended U.S. Army Signal School 1961, and U.S. Army Communications School 1962. Commanded a detatchment of the 137th Signal Battalion, Ohio ARNG. Highest rank held: Captain. Current Status: Inactive.

PUBLICATIONS AND PAPERS

Bayless, P.C., J. Blakesley, C. Sherwood, and F. Wolf, "Higher Education in Indiana, Facilities Inventory and Utilization", Indiana Advisory Commission on Academic Facilities, Bloomington, Indiana, 1968

Bayless, P.C., J. Blakesley, and F. Wolf, "Higher Education in Indiana, Long Range Needs and Resources - The Future Space Requirements", Indiana Advisory Commission on Academic Facilities, Bloomington, Indiana, 1970

"Space Allocation and Planning", Paper presented at the College and University Machine Records Conference, Miami, Florida, May 1970

Bayless, P.C., and F. Wolf, "Future Space Requirements for Indiana's Institutions of Higher Education", Indiana Advisory Commission on Academic Facilities, Bloomington, Indiana, 1971

Bayless, P.C., and F. Wolf, "Facilities Inventory Procedures", Indiana Commission for Higher Education, Higher Education Facilities Study (IHEFS), Indianapolis, Indiana, 1971

"The Changing Role of the Black Administrator on the White Campus", Panel presentation, National Black Alliance for Graduate level Education conference, Iowa City, Iowa, October 1978

Bayless, P.C., "Effective Minority Engineering Programs", National Society of Black Engineers Newsletter, March 1979

"Graduate Opportunities for Minority Students", Panel presentation, National Consortium for Black Professional Development conference, Norfolk, Virginia, May 1979

"Increasing Curriculum Diversity", Panel Moderator, National Urban League conference, New York, August 1980

"Where are all the Black Engineers?", Paper presented at the Mid-America Association of Educational Opportunity Program Personnel conference, Lake Geneva, Wisconsin, November 1980

REFERENCES

(Will be furnished upon request)

WILEY L. HOUSEWRIGHT

WILEY L. HOUSEWRIGHT, joined the faculty of The Florida State University as a professor of music education and conductor of the University Singers in 1947. Serving in this capacity until his appointment as the third dean of the School of Music in 1966, Dr. Housewright established an enviable reputation as an educator, lecturer, choral clinician and guest conductor. This earned him the citation of Florida State's Distinguished Professor by his colleagues on the faculty in 1961.

Prior to coming to Florida, Dr. Housewright taught at the University of Texas, was guest lecturer at the University of Michigan and Indiana University, among other institutions, and taught in the public schools of Texas and New York State.

Dr. Housewright holds the doctorate from New York University and the master's degree from Columbia University. He received his baccalaureate degree from North Texas State University, which in 1968 designated him recipient of its Distinguished Alumni Award. During his studies, he was a student of Kurt Sachs and Hans David in musicology and of Carleton Sprague Smith in American music.

Dr. Housewright completed a two-year term of office of President of the Music Educators National Conference (1968-70). MENC is a professional organization with over 58,000 members. He has served on its National Executive Board, was President of the Southern Division, and for more than ten years was chairman of the Editorial Board of the organization's official publication, the MUSIC EDUCATORS JOURNAL.

Internationally known, Dr. Housewright is recognized for his wide experience in the field of music, education and the arts in general, which has earned him numerous appointments to professional organizations.

In 1956 Dr. Housewright was awarded a Fulbright grant for teaching and research in Japan at Doshisha University and Kobe Jogakuin College. At the invitation of the Korean government he gave a series of lectures at universities and music conservatories of that country.

From 1958 to 1979, Dr. Housewright has served on the Academic Music Advisory Panel of the U.S. Department of State's International Cultural Presentations Program, and in 1960 he made a field survey of South America for the Department.

He became a member of the Ford Foundation's Advisory Board in Humanities and the Arts in relation to its Young Composers project in 1958 and later a member of the Policy Committee of its Contemporary Music Project. He was Director of the two-year Southern Regional Institute for Music in Contemporary Education, supported by a grant from the Ford Foundation.

From 1958-60 he was a member of a committee of the American Council of Learned Societies to study relationships between musicology and music education. In 1961 he was appointed for a three-year term to the U.S. National Commission for UNESCO. In that same year he and two other authors designed programs in the arts for gifted secondary school children under a Carnegie Corporation grant administered through the National Education Association.

In September 1967 he accepted an invitation by the School's Council of England to speak at the Third International Curriculum Conference at Oxford University on "Curriculum Innovations in Practice," representing the Contemporary Music Project. He was appointed a field reader in the Bureau of Research of the U.S. Office of Education, Arts and Humanities Program in October of that year. In 1971 he was director of an Educational

Professional Development Act grant in support of advanced studies for school music directors.

Dr. Housewright read his first paper for the International Society for Music Education at its Fourth International Conference in Vienna in 1961, his second at Dijon in 1968. In July 1970 he read a paper at the International Symposium on Music and Education sponsored by UNESCO and the Swedish national government in Stockholm. Later that month he led the American delegation to the meeting of the International Society for Music Education in Moscow, then visited music conservatories and children's cultural schools in Tbilitsi, Kiev and Leningrad. In July 1976 he read a paper at the Montreaux meeting of the International Society for Music Education.

Dr. Housewright has served as a member of the Executive Board of the National Society for the Arts in Education, a member of the Graduate Commission of the National Association of Schools of Music and a member of the Executive Board of the College Music Society. He has twice delivered addresses to the National Music Council.

Author of numerous scholarly articles and book reviews, Dr. Housewright's collaboration with Karl Ernst and Rose Marie Grentzer produced the BIRCHARD MUSIC SERIES, which was published in 1961.

Dr. Housewright is a member of Pi Kappa Lambda, the American Musicological Society, the International Society for Music Education, Phi Delta Kappa, Kappa Kappa Psi, the Music Library Association, Omicron Delta Kappa and the Florida State Gold Key Society. A member of Phi Mu Alpha Sinfonia Fraternity of America for forty years, he was initiated as a National Honorary in recognition of his contribution to the organization and to the field of music.

PERSONAL DATA SHEET

NAME: Quiester Craig

ADDRESS: 701 Lipscomb Road, Greensboro, North Carolina 27410

MARITAL STATUS: Married CHILDREN: 3

EDUCATION:

	From	To	Degree	Major
Morehouse College	1953	1957	B.A.	Business
Atlanta University	1957	1958	MBA	Business
Missouri University	1964	1971	Ph.D.	Accounting

OTHER: CPA (Missouri)

EXPERIENCE:

Acting Vice Chancellor for Fiscal Affairs: North Carolina A&T State University, Greensboro, North Carolina; May, 1980 - Present

Professor of Accounting and Dean of the School of Business and Economics: North Carolina A&T State University, Greensboro, North Carolina; 1972 - Present

Professor: Arthur Andersen & Co. Summer Workshop; University of Georgia, Athens, Georgia, summers 1974 to 1975

Faculty Intern: Touche, Ross & Co., New York City, summer, 1974

Faculty Intern: Coopers and Lybrand, New York City, summer, 1971

Professor of Accountancy: Florida A&M University, Tallahassee, Florida; 1970-1972

Accountant: Federal Credit Union, Lincoln University, Jefferson City, Missouri; 1966-1970

Auditor: Federal Credit Union, Lincoln University, Jefferson City, Missouri; 1964-1966

Associate Professor of Accounting: Lincoln University, Jefferson City, Missouri; 1959-1970

Instructor of Business: South Carolina State College; Orangeburg, South Carolina; 1958-1959

Accountant: J. B. Blayton, CPA; Atlanta, Georgia; 1956-1957

SCHOLARSHIPS:

Ford Early Admission Scholarship - Morehouse College; Atlanta University Educational Grant; NDEA Grant for Teachers; Ford Foundation Graduate Scholarship; Curator for Missouri Teachers

MEMBERSHIPS:

American Accounting Association; American Institute of Certified Public Accountants; Missouri Society of Certified Public Accountants; National Association of Accountants; National Association of Black Accountants

COMMITTEES AND BOARDS:

AAA Research Committee on Professorial Supply and Demand (1971-72)

Committee on Minorities - American Accounting Association (1973-74) Chairman (1974-75); (1976-77)

Equal Opportunity Committee - American Assembly of Collegiate Schools of Business (1974-77); Chairman, 1977-78, 1978-79

Advisory Board - National Business League (1974)

Associate Director - Committee on Manuscripts - Piedmont Chapter of National Association of Accountants (1974)

CPA Audit Review Team - National Association of State Boards of Accountancy (1976-77)

Committee on Education of the American Accounting Association, 1977 - present

Committee on Minority Recruitment - American Institute of Certified Public Accountants, 1978 - present

Board of Directors - Greensboro United Way; 1978 - present

Board of Directors - First Peoples Savings and Loan, Greensboro, 1980 - present

Accreditation Visitation Team - American Assembly of Collegiate Schools of Business (1980-83)

PAPERS AND PUBLICATIONS:

"Demand for Accounting Professors" - Presented at the AAA Annual Meeting Salt Lake City, Utah, August, 1972

"Toward Black Business Awareness," Black Awareness. Fall, 1972

"Forecasting and the Auditor" - Presented at Symposium on Accounting Problems. Florida A&M University, Tallahassee, Florida, February, 1973

PAPERS AND PUBLICATIONS (cont.):

"Goal: Minority Management Education" - Presented at the Program for Minority Affairs. University of Missouri, Columbus, Missouri, November, 1973

"With Hay et al., "Report of Committee on Future Professional Supply and Demand." The Accounting Review. Supplement, 1974

"On Price-Level Adjustment" - Presented at Peat, Marwick, Mitchell and Company's Internal Training Workshop. Greensboro, North Carolina, February, 1974

"Who Is in Control" Management Accounting. March, 1975

"Problems in Transfer Credits - Accounting Trends in Education." Virginia Polytechnic Institute, October, 1975

"Principles or Fantasies." Conceptual Framework for Financial Accounting and Reporting. Center for Research, College of Business Administration. The Pennsylvania State University, April, 1976.

"Models for the Introduction of Operations Research/Management Science Education in Developing Institutions" - Presented at the Operations Research Society of America Meeting. Miami Beach, Florida, November, 1976

"Increasing the Number of Minorities in Business Schools" - Presented at the 1978 Annual Meeting of the American Assembly of Collegiate Schools of Business. Denver, Colorado, April, 1978

"The Business School Accreditation" - Paper presented at the 1980 Invitational Dean's Seminar; American Assembly of Collegiate Schools of Business. Nashville, Tennessee, January, 1980.

Jack Davis, Chairman
Department of Fine Arts
Beaver College
Glenside, PA 19038
(215) 884-3500

RESUME

Education (College Level)

Institution	Major Field	Entrance Date	Departure Date	Degree Earned
University of Calif., Berkeley	Art	June 1946	Feb. 1949	B.A.
" " " "		Feb. 1949	June 1949	
	Art (Painting)	Sept.1951	June 1951	M.A.
Studio: Ferdnand Legar Paris, France	Painting	Sept,1949	June 1951	None

Academic distinctions, fellowships, etc. held for research, travel, etc.

U.C., Berkeley Honors in Art, Phi Beta Kappa
1964 Senior Research Fulbright Grant to India
1963-1964 Ford Foundation Grant for study of Indian Culture and summer of travel in India.

Travel experience: Places and dates of specific travel expedition with serious study purposes.

Foreign: During period June 49-Sept. 51 traveled in France, Italy, Spain, Holland, Belgium, England, Ireland. Saw most major monuments and museums.
1964 - Traveled and studied throughout India.

Teaching Experience (College Level)

Institution	Subjects	Dates
Beaver College	Chairman Painting, Art History	Feb. 1969-present
Tyler School of Art	Assistant Dean Senior Ptg. Seminar Graduate Drawing	June 1966-Feb. 1969
Hood College, Frederick, Md.	Chairman Painting, Drawing Design, Art History	Sept.1955-June 1966

Institution	Subjects	Dates
Calif. School of Fine Arts Now: San Francisco Art Institute	Painting, Life Drawing	Feb. 1952-June 1955

Experience in professional practice: names of clients and dates.

Decoration: Murals & sculpture Dobb's Drive-In, San Francisco, CA 1953

Decoration: Wall murals, Tonga Room, Fairmont Hotel, San Francisco, CA 1953

Awards and distinctions: memberships in professional societies, including offices held and committee and board activities; books and articles published, major exhibitions, competitions, commissions, etc.

Member: National Association of Schools of Art

Acting Director, Division II 1974-75

Commission on Accreditation 1977-79

Director, Division II 1979-82

Member: Commission on Accreditation

Exhibitions

ONE-MAN SHOWS

1949	Raymond and Raymond Galleries, San Francisco, CA.
1951	Galerie Mai, Rue Bonaparte, Paris
1952	Studio 44, San Francisco
1953	Area Arts Gallery, San Francisco
1954	Art Center, Lafayette, CA.
1959	Nonagon Art Gallery, 99 Second Ave., N.Y.C.
1960	Nonagon Art Gallery
1961	Baltimore Museum of Art, Baltimore, Md. Gallery One, Baltimore, Md.

ONE-MAN SHOWS (cont.)

1963 Adams-Morgan Gallery, Washington, D.C.
Gallery One, Baltimore, Md.

1964 One Charles Street, Baltimore, Md.
Chapel Gallery, Hood College

1965 Fine Arts Faculty, M.S. University of Baroda, Baroda, India
Borcoran Gallery of Art, Washington, D.C. "Washington Artist Series"

1966 Art Gallery, Gettysburg College, Gettysburg, Pa.
Hodson Gallery of Art, Hood College, Frederick, Md.

1969 Artwood Gallery of Art, Beaver College, Pa.
Radcliffe Graduate Center, Cambridge, Mass.

1970 Two Man Exhibition: Rosemont College, Rosemont, Pa.
Gallery Representation: Pearl Fox Gallery, Elkins Park, Pa.

1971 Paintings: Rosemont College, Rosemont, Pa.
Mixed Media Drawings: Miami-Dade Junior College, Miami, Fla.

1973 McCleaf Gallery, Philadelphia, Pa.
Wellfleet Gallery of Art, Wellfleet, Mass.
Gallery representation: Above galleries.

1974 Eastern College, St. David's Pa.
Wellfleet Gallery of Art, Wellfleet, Mass.

1975 McCleaf Gallery, Philadelphia, Pa. "The Legend of Theseus"
Two-Man Exhibition: Wellfleet Gallery of Art, Wellfleet, Mass.

1977 Cheltenham Art Center, Cheltenham, Pa.

1978 Three-Man Exhibition: Wellfleet Gallery of Art, Wellfleet, Mass.

GROUP EXHIBITIONS

1948 12th Annual Drawing and Print Ex., San Francisco, Museum of Art Young Painters of the Bay Area, Palace of the Legion of Honor, San Francisco, Ca.
54th Annual, Denver Art Museum, Denver, Colorado
67th Annual Oil and Sculpture Ex., San Francisco Museum of Art, Honorable Mention
Annual Oil Painting and Sculpture Ex., Oakland Museum of Art, Oakland, Ca.

GROUP EXHIBITIONS (cont.)

1950 Salon de l'Art Libre, Palais de New-York, Paris
Hacker Gallery, New York "American in Paris"
5th Salon de realities nouvelles, Musee de Beaux Arts, Paris
Galerie 8, St. Julien-le-Pauvre, Paris
With Robert Tosenwald and Bill Rivers instigated Galerie 8, a gallery for all foreign artists in Paris.
Group show, Atelier Fernande Leger, Galerie Jeanne Bucher, Paris

1951 2nd Salon Des Jeunes Peintres, Galerie des Beaux-Arts, Paris
6th Salon de Mai, Palais de New-York, Paris
Exhibition d'Art Americain, United States Embassy, Paris. Show toured Europe and North Africa.

1952 16th Annual Drawing and Print Ex., San Francisco Museum of Art
Faculty Show, Calif. School of Fine Arts, S.F. Museum of Art

1953 Commercial mural work: Boomerang Room, Dobb's Drive-In, with
1954 Mario Faidano, A.I.A.
Tonga Room, Fairmont Hotel, S.F., with Mario Gaidano

Judge: 73rd Annual Oil and Sculpture Exhibition, S.F. Museum of Art "Bay Area Artists", S.F. Museum of Art: A special showing of works selected by Alfred Barr from the 73rd Annual.

1954 18th Annual Drawing and Print Ex., S.F. Museum of Art
Group Show of the "Six", Haight St., San Francisco

1955 74th Annual Painting and Sculpture Ex., S.F. Museum of Art

1957 11th Annual Area Exhibition, Corcoran Gallery of Art, Washington, D.C.

1959 Group Shows, 10th Street Galleries, N.Y.C.
27th Annual Maryland Artists Ex., Baltimore Museum of Art
Member: Gallery One, Baltimore. Group Shows.

1960 28th Annual Maryland Artists Ex., Baltimore Museum of Art
First Artists Prize-$300. Judge: Jack Tworkov

1961 Rental Gallery, Baltimore Museum of Art. Through 1965.
Group Exhibition, Levering Hall, Johns Hopkins Univ.

GROUP EXHIBITIONS (cont.)

1962	15th Annual Area Ex., Corcoran Gallery of Art 19th Annual Maryland Artists Ex., Baltimore Museum of Art First Watercolor Prize Group Shows, Gallery One, Baltimore. Through 1966.
1965	Corcoran Area Ex., Corcoran Gallery of Art
1966	"Painters who Teach" Ex., Goucher College, Towson, Md. Maryland Artists Ex., Baltimore Museum of Art
1967	20th Annual Award Painting Exhibition, Cheltenham Art Center, Cheltenham, Pa. Tyler Faculty Ex., Tyler School of Art, Elkins Park, Pa.
1968	163rd Annual Exhibit, The Pennsylvania Academy of the Fine Arts 21st Annual Award Painting Ex., Cheltenham Art Center
1969	Tyler Faculty Ex., Mitten Hall, Temple Univ., Phila., Pa. 30th Annual Ex., Woodmere Gallery of Art, Germantown, Pa. Memer's Ex., Cheltenham Art Center Kendall Gallery, Wellfleet, Mass. Summer Ex. Makler Gallery, Philadelphia, Pa. Summer Ex.
1970	Beaver College Annual Faculty Exhibition. Through 1975 31st Annual Ex., Woodmere Gallery of Art
1971	32nd Annual Ex., Woodmere Gallery of Art 25th Annual Award Painting Ex., Cheltenham Art Center
1973	Earth Art Exhibition, Civic Center, Philadelphia Century 2 Ex., Bryn Mawr Presbyterian Church, Haverford, Pa. 26th Annual Award Ex., Cheltenham Art Center
1974	27th Annual Award Ex., Cheltenham Art Center Group Show, "Pennsylvania Artists" Pennsylvania State Univ., College Park, Pa. Cheltenham Drawing Ex., Cheltenham Art Center
1975	Beaver Art Faculty Ex., Houston Hall Gallery, Univ. of Penn. 28th Annual Ex., Cheltenham Art Center
1976	Wellfleet Gallery of Art, Wellfleet, Mass. Community Gallery of Lancaster County Bicentennial Drawing Ex., Atwood Gallery, Beaver College

GROUP EXHIBITIONS (cont.)

1977	30th Annual Award Ex., Cheltenham Art Center
1979	Annual Drawing Show: Cheltenham Art Center Drawing invitational, Buck Co. Community College, Hicks Gallery.
1980	10th Annual Award Exhibit, Cheltenham Art Center at Civic Center, Phila., Pa. Small Works Exhibition: Atwood Gallery, Beaver College, Glenside, Pa.

PERSONAL DATA SHEET

NAME:	Bernard Albert Hodinko	DATE:	
ADDRESS:	9200 Edwards Way, #215 Adelphi, Maryland 20783	HOME PHONE: WORK PHONE:	301 434-3656 202 686-2195
DATE OF BIRTH:	4/26/28	MILITARY:	Army, 2 years

EDUCATION

California State College, Pennsylvania	B.S.	1950
West Virginia University	M.A.	1954
Pennsylvania State University	Ed.D.	1957

GRADUATE MAJORS: Student Personnel and Counseling in Higher Education
Psychology

EXPERIENCE

Teacher	Washington Junior High Hagerstown, Maryland	1952-53
Teacher	Central High, Akron, Ohio	1954-55
Coordinator, Residence-Hall Counselors	Pennsylvania State University University Park, Pennsylvania	1955-57
Student Personnel Counselor	Montgomery Community College Takoma Park, Maryland	1957-59
Co-Director, Vocational Guidance Center (Private, part-time)	Silver Spring, Maryland	1958-62
Associate Professor of Education	John Carroll University Cleveland, Ohio	1959-60
Director of Housing Director of Judiciary Office Associate Dean for Student Life	University of Maryland College Park, Maryland	1960-65
Dean of Students	Montgomery Community College Rockville/Takoma Park, Md.	1965-67
Professor of Education and Vice President for Student Life	The American University Washington, D.C.	1967-Present 1968-72

Bernard A. Hodinko

PROFESSIONAL ACTIVITIES

MEMBERSHIPS

- American Association of University Professors
- American College Personnel Association
- American Personnel and Guidance Association
- District of Columbia Psychological Association
- Iota Alpha Delta (Guidance honorary)
- Maryland Personnel and Guidance Association
- Maryland Association of Student Personnel Administrators
- Omicron Delta Kappa (National leadership honor society)
- Phi Delta Kappa

PUBLICATIONS

Books

Student Personnel Administration: A Critical Incident Approach, (with Sterling Whitley). Washington, D.C.: College Guidance Associates, Inc., 1971.

The Cultural Enterprise of Higher Education: A Seminar Workbook. Silver Spring, Md.: Learning Diagnostics, Inc., 1978.

Articles

"Parental Oversolicitousness Damaging to College Students," Vanguard of Thought. University of Maryland, 1963.

"A Study of Student Opinion Regarding Collegiate Discipline Situations," Journal of College Student Personnel. June, 1964.

"The Aroused Youth Who Descended Upon Washington--May 1970," (with Julia Billings. College Management. December, 1970.

"Student Personnel Role: Curricular Catalyst," Journal of the National Association of Student Personnel Administrators. October, 1973.

"Patterns of Due Process and Pretermination Rights of Untenured Faculty in Public Colleges and Universities," (with Noel Myricks). NOLPE School Law Journal. Vol. 5, No. 1, 1975.

"Some Perspectives on Student Development Accountability and Evaluation," The Region II Professional Digest Bulletin and Newsletter Review. National Association of Student Personnel Administrators, October, 1976.

"The Consortium: One Way to Pool Resources," (with Paul C. Yorkis). The Journal of College Placement. Vol. 37, No. 2, Winter, 1977.

Bernard A. Hodinko

Articles (Continued)

"Psychological Climate of the Multicampus Community College," (with Richard Klimek). The Journal of College Student Personnel. Vol. 18, No. 6, November, 1977.

"Career Counseling for Non-students: A Community College Response to A Community Need," (with Richard Klimek). Maryland Association for Higher Education Journal, Fall, Vol. 3, No. 1, 1978.

"Part-Time and Full-Time Students' Need for College Services in Maryland Community Colleges," (with James LaCalle). Maryland Association for Higher Education Journal. Fall, Vol. 5, No. 1, 1980.

Other

Judiciary Handbook, University of Maryland, 1962.

Bernard A. Hodinko, rev. of William L. Fox, Montgomery College: Maryland's First Community College, Maryland Historical Magazine, Vol. 66, No. 2, 1971.

Bernard A. Hodinko, contributor to Ethical Standards Casebook, Robert Callis, editor, Washington, D.C.: The American Personnel and Guidance Association, 1976.

Bernard A. Hodinko

INVITED PRESENTATIONS

"College Student Values and Behavior," National Convention of the American Personnel and Guidance Association, 1962, Chicago, Illinois.

"Implications of the College Level Examination Program for the Community College," Annual Meeting, College Entrance Examination Board and College Scholarship Service Assembly, October, 1967, Chicago, Illinois.

"The College Level Examination Program--A University Perspective," Northeastern Regional Meeting, College Entrance Examination Board, January, 1968, Washington, D.C.

"Student Power in Higher Education," The 1969 Academic Symposium of Montgomery Junior College, Takoma Park, Maryland.

"The Student Protest Movement," Middle States Annual Regional Meeting, National Association of Summer Sessions, March, 1969, Philadelphia, Pennsylvania.

"The Student in the Changing University--A Profile," The American University Symposium, October, 1971, Washington, D.C.

"Student Personnel Looks Ahead," Association of College and University Housing Officers Convention, January, 1972, Washington, D.C.

"The American College Student--What to Expect," Fulbright-Hays International Teacher Exchange Orientation Institute, August, 1974, Washington, D.C.

"Staff Accountability and Evaluation," Regional Meeting, National Association of Student Personnel Administrators, November, 1974, Washington, D.C.

"Contemporary Issues in American Higher Education: Student Concerns," Pilot Project for German Educational Experts, Council for International Exchange of Scholars, February, 1975, Washington, D.C.

"The American College Student and His Culture," Fulbright-Hays International Teacher Exchange Orientation Institute, August, 1975, Washington, D.C.

"Study Skills and Examination Techniques," Foreign Student Orientation Program, The American University, August, 1976.

"Teaching in the Community College," Fulbright-Hays International Teacher Exchange Orientation Institute, August, 1976, Washington, D.C.

"Some Perspectives on the Community College in the United States," American Association of University Women Conference for African Women Educators, The American University, September, 1976.

"Faculty Concerns in the Community College," Fulbright-Hays International Teacher Exchange Orientation Institute, August, 1977, Washington, D.C.

INVITED PRESENTATIONS (Continued)

"Academic Expectations of the University," Orientation Program, The American University, January, 1977.

"The Community College in America," American Association of University Women Conference for African Women Educators, The American University, September, 1978.

"Relationship between Universities and the K-12 Educational System in America," United States Department of State Conference for Italian Educators, February, 1978, Washington, D.C.

"Why People Choose to Return or to Stay in Student Personnel," National Association of Student Personnel Administrator Convention, Washington, D.C., March, 1979.

"Improving Your Performance on College Tests," International Student Orientation Program, The American University, August, 1979.

"Academic Survival Skills," International Student Orientation Program, The American University, December, 1979.

CURRICULUM VITAE

Ila Corrinna Martin
1505 Regency Woods Road
Apt. 204
Richmond, Virginia 23233
SS#: 139-32-4749

Office Address:
Virginia State University
Box EE
Petersburg, Virginia 3803
(804) 520-6333

Education

Ed. D.	Rutgers University - Graduate School of Education New Brunswick, New Jersey (Educational Theory) - 1975
Dissertation Title:	Peer Rating Assessment of Intelligence and Social Adaptability
Ed. M.	Rutgers University - Graduate School of Education New Brunswick, New Jersey (Communicative Arts) - 1972
B. A.	Bloomfield College Bloomfield, New Jersey (Spanish) - 1964

Academic Appointments

1980 -	Associate Professor
1975 - 1980	Assistant Professor Department of Elementary Education School of Education Virginia Commonwealth University Richmond, Virginia
1970 - 1974	Lecturer Rutgers University Graduate School of Education New Brunswick, New Jersey

1964 - 1968	Spanish Teacher Central High School Newark, New Jersey

Field(s) or Area(s) of Special Interest Within Discipline or Profession

Language Development
Creative Dramatics as a Learning Tool
Staff Development Training
Multicultural Education

Memberships

A. Professional:

- National Association of Women Deans
- John Dewey Society
- National Council of Administrative Women in Education
- Association for Supervision and Curriculum Development
- Virginia Association for Supervision and Curriculum Development
- National Association of University Women
- Virginia Association of Teachers of English

B. Honorary:

- Phi Delta Kappa

Membership in and Service to Community Organizations

Member - Business and Professional Women
Member - National Urban League
Member - Board of Director, Greater Richmond Transit Company
Member - Citizens Advisory Board Women's Work Release Program (March, 1977-1978)
Member - Education Committee-National Association for the Advancement of Colored People (1977-
Member - Board of Directors, Richmond Area Program for Minorities in Engineering (RAPME) - 1977-
Delegate - National Academy of Sciences Committee on Minorities in Engineering - 1976-
University Representative - Coordinating Committee to reorganize Richmond Public High Schools (March, 1978 - June, 1979)

University Representative - Pair School Experimental Project, Richmond Public Schools (1974-77)
Chairperson - Education Committee, Richmond Area Programs for Minorities in Engineering (1978)
Consultant - Training Workshop for the United Way of Greater Richmond (July 13, 1977)
Consultant - Staff Development Workshop Carver/Fisher School Staff (August 17-22, 1977)
Consultant - Carver Elementary School Staff - November 24, 1977
Judge - Gold Bowl Pageant (1978)
Organizer - Pre-Engineering Six Week Summer Program for High School Students (1978)
Staff Development Consultant - Westover Hills Elementary School Faculty - August 21, 1979
Member - Board of Directors Consumer Credit Counseling Service of Greater Richmond, Inc., 1979-
Member - National Advisory Council of Blacks in Higher Education 1980 -
Member - African Committee of International Heritage Showcase (1980)

Major Committees

A. University -
  - Intercollegiate Athletic Committee (1976-June, 1979)
  - Rules and Procedures Committee (1975-77)
  - Academic Status Committee (1975-
  - Admissions Committee (1976-76)
  - Ad Hoc Committee on Minority Affairs (1976-1977)
  - Affirmative Action/504 Committee (1978-
  - Honors and Awards Committee (1976-
  - Search Committee - Assistant Dean, School of Business (1978)
  - Search Committee - Dean, School of Community Services (1977)
  - University Appeals Committee (Summer, 1979)
  - Search Committee - Chairperson, Dept. of Dance, School of Arts - September, 1979
  - Academic Credit Committee - April 1, 1980 -
  - University Grade Appeal Committee (May, 1980)

B. School
  - Undergraduate Programs Committee (1977-1978)
  - Research Committee (1976-
  - Parenting Committee (1978-
  - Teacher Education Committee, Chairperson (April 1, 1980 -

Significant Scholarly, Professional Research or Administrative Experiences:

A. Administrative

1980 -	Dean, School of Education, Virginia State University, Petersburg, Virginia. The School of Education has a faculty of seventy-nine organized into eight departments, offers both baccalaureate and masters degree programs. Virginia State University is the only institution in the Commonwealth of Virginia to combine the functions of a land-grant college, a college of liberal arts and a college of education.
1975	Assistant Dean, School of Education Virginia Commonwealth University, Virginia Commonwealth University is a comprehensive urban university. The School of Education has a faculty of ninety organized into five departments. The School has an enrollment of approximately 1500 students enrolled in both baccalaureate and masters degree programs which offer degree sequences in over twenty curricula.
1972 - 1974	Coordinator, Urban Intern Program The Urban Intern Program, operated by Rutgers University, was responsible for the training of twenty-five (25) masters degree interns to teach in the inner-city school system.
1970 - 1971	Supervisor, Urban Intern Program Rutgers University Graduate School of Education Graduate School of Education New Brunswick, New Jersey
1968 - 1970	Coordinator, Title I Program, Central High School, New Jersey. Administrator of Title I Program for six-hundred fifty (650) disadvantaged children.

B. Professional

1968 - 1970	Educational Consultant, United States Department of Justice, Community Relations Service
January-March, 1977	Participant: "Models for Management" Leadership Seminar. Sponsored by CITE and the Management Center, School of Business (5 four hour sessions)
1977 - 1978	Chairperson and Organizer: First Invitational Conference for Administrative Women in Higher Education in Virginia
1978 -	Member, Southern Association of Colleges and Schools Visitation Team
June, 1978	Participant: Women's Educational Equity Proposal Writing Workshop. Sponsored by the Far West Laboratory, San Francisco held at College Park, Maryland
June 11-14, 1978	Participant: Commission on Colleges, Southern Association of Colleges and Schools Training conference, Atlanta, Georgia.
July 9-14, 1978	Reviewer: National Institute of Education proposals
September, 1978	Consultant: Business Community - Resource Guide Proposal Metropolitan Richmond Chamber of Commerce
November 26-27, 1978	Participant: Leadership Training Workshop. "Turning Point Program" sponsored by the Metropolitan Richmond Chamber of Commerce (3 hours per evening)
April 23, 1979	Staff Development - Metropolitan Richmond Chamber of Commerce
July, 1978	Presenter - Remedial Education Institute, Seton Hall University South Orange, New Jersey

C. Scholarly

January, 1975	Proposal Writer - "Drawing, Dramatic Improvisation, and Storytelling as Organizers of Conceptual Structures and Facilitators of Reading Comprehension." Submitted to the National Institute of Education. Collaborative effort with two other faculty members.
December, 1976	Proposal Writer - "Model Staff Development" Training in Ethnic Studies submitted to the Office of Eduation, December, 1976. Collaborative effort with another faculty member.
March, 1977	Book Review Community Junior College Research Quarterly "Second Best"
March, 1978	Proposal Writer - "K-5 Extended Day Program" submitted to Office of education. Collaborative effort with three other faculty members.
June, 1978	Proposal Writer and Co-Director "Women and Minorities in Educational Research, A Multiple Impact Mentor Model submitted to the National Institute of Education, proposal to be resubmitted in June, 1979.
December, 1978	Proposal Writer - "Development of a Pre-Service/In-service Program to Aid Teachers in Gaining "Reflective Control" Over Their Own Teaching. A Teacher Corps proposal developed cooperatively with Richmond City Schools.
January 1, 1979	Selected for research fellowship University of Alabama, University, Alabama
June 1 - July 1, 1979	Selected for and attended Research Workshop at Howard University Washington, D.C.

Reference will be provided upon request.

BIOGRAPHICAL SKETCH ON CHARLES WHITNER PINCKNEY

LOCAL ADDRESS: 1913 Drexmore Avenue
Greensboro, NC 27406

PRESENT POSITION: Director, Division of Industrial Education & Technology
NC Agricultural & Technical State University since 1967

BIRTHPLACE & DATE: Orangeburg, South Carolina, September 25, 1923

MARITAL STATUS: Wife - Marilyn E., Sons - John & Marc

EDUCATION: B.A., South Carolina State College
M.S., University of Illinois
D.Ed., Pennsylvania State University

MILITARY SERVICE: U.S. Navy Reserve - Radarman - World War II
Served in Pacific Ocean Area, 1944-46

PROFESSIONAL EXPERIENCE: Director, Project Uplift - Experimental & Demonstration Manpower Development and Training Act Program,
A&T State University, 1965-'66

Professor-Chairman, Industrial Education Department
A&T State University, 1953-'64

Asst. Professor of Industrial Education
Delaware State College, Dover - 1947-'52

PROFESSIONAL MEMBERSHIPS: American Association of Colleges of Teacher Education
American Vocational Association
American Council of Industrial Teacher Educators
American Industrial Arts Association
NC Council of Industrial Arts Teacher Educators
NC Trade & Industrial Education Advisory Committee
National Association of Industrial Technology
Southeastern Industrial Arts Conference

CIVIC & CHURCH AFFILIATIONS: Member, Greensboro City Building Appeals Board
Planning Committee for Greensboro Model Cities Proposal
O.I.C. Steering Committee
Treasurer, Church of the Redeemer (Protestant Episcopal)
Nat Greene Sertoma Club (charter member)
General Greene Council of Boy Scouts of America
Board of Directors, Penick Home (Episcopal)
Greensboro Men's Club

HONOR SOCIETY MEMBERSHIPS: Iota Lambda Sigma
Kappa Delta Pi
Phi Delta Kappa

BETTY B. SCHANTZ

Office Address:
Temple University
Ritter Hall 436
13th and Montgomery Streets
Philadelphia, PA 19122

Home Address:
Box 36
Island Route
Lock Haven, PA 17745

PERSONAL DATA Married; three children

EDUCATION

B.S. - Lock Haven State College, 1959
Elementary and Early Childhood

M.Ed. - Pennsylvania State University, 1960
Elementary Education

D.Ed. - Pennsylvania State University, 1963
Elementary Education and Child Development

PROFESSIONAL EXPERIENCE

1980-1977 Professor Early Childhood & Elementary Education
Teaching undergraduate and graduate Early Childhood Education courses.

1976 Professor and Assistant Dean, University-School Relations
College of Education, Temple University
An administrative unit consisting of a Director of Field Services, three District Coordinators of Teacher Education, joint appointed personnel, and administrative assistant, and two secretaries.

1969-67 Full Professor - Director of Student Teaching, Internship and Laboratory Experiences
Coordination of all field experience programs within the College of Education.

1966 Associate Professor & Coordinator for Elementary Student Teaching
Developed the Center concept in 12 cooperating student teaching public schools under three types of supervision:

1. Resident Supervisors assigned to one school responsible for student seminars and in-service Course to Cooperating Teachers.
2. Principal-Supervisors-Public School Principals responsible for supervision and seminars of students.
3. Cooperating Teacher Centers--Cooperating Teachers supervised students.

1965 Resident Supervisor - Student Teaching Center
Supervised Temple student teachers and taught methods to both student teachers and cooperating teachers (at graduate level).

1964 Assistant Professor - Graduate Instruction
Child Development and Language Arts
Supervised Elementary and Early Childhood student teachers.

Professional Experience (cont'd)

1962 Supervised in Pennsylvania State Nursery Program during one semester's leave from Temple University.

1961 Instructor - Student Teaching Supervisor
Philadelphia urban and suburban schools
Supervised in 25 different elementary schools.
Taught introductory course for freshmen.

1960 Graduate Teaching Assistant - Pennsylvania State University
Director of Student Teaching, Penn Hill School District, Pittsburgh
Methods in Reading, Language Arts and Social Studies
Inservice seminar for cooperating teachers.

1959 Graduate Research Assistant - Pennsylvania State University

1961-67 Teaching Experience other Institutions

Lancaster General Hospital, Graduate Level, Lancaster, PA
Nursing Education, Child Development, General Psychology, Educational Psychology

Millersville State College, Millersville, PA
Child Development, Educational Psychology
Interaction Analysis for Classroom Teachers

Franklin & Marshall, Lancaster, PA
Child Development; Teaching of Language Arts

Harrisburg Center for University Teaching, Harrisburg, PA
Child Development; Teaching of Language Arts

Albright College, Reading, PA
Child Development; Interpersonal Relations; Interaction Analysis for Classroom Teachers

HONORS AND AWARDS

Lock Haven State College 1959 - Magna Cum Laude
Kappa Delta Phi 1957
Outstanding Faculty Women of the Year 1972
Temple University Faculty Women's Club Award
Distinguished Teacher Education Award - 1972 - Portal School Concept - National Association of Teacher Educators
Distinguished Alumni Award 1975 - Lock Haven State College
Phi Delta Kappa 1974 (the first year Temple Chapter admitted women)
Chapel of the Four Chaplains - Community Service Award 1978

NATIONAL AND STATE BOARDS AND COMMITTEES

1979-80 National Institute of Health Advisory Board in Early Childhood and Elementary Education

National and State Boards and Committees (Cont'd)

1974-80	Board of Directors - Lock Haven State College Alumni Association
1974-77	Board of Directors - American Association of Colleges for Teacher Education Chairman "Women in Education Committee"
1976	Interviewing Board - State Civil Service Commission, Harrisburg, PA Oral examiner for the Harrisburg Associate oral test
1975-76	Coordinating Board - National Association for Accreditation of Teacher Education
1975-78	Pennsylvania Governors Commission on Professional Standards and Practices Chairman Budget Committee - 1975 Chairman Accreditation and Evaluation Committee 1975-76
1976	International Council on Education for Teaching Member of three-person committee to plan for world assembly in Washington, DC
1976-79	Board of Directors - Pennsylvania Association for Colleges of Teacher Education Nominating and Elections Committee - Fall '74
1973-77	Parents Council - Elizabethtown College, Elizabethtown, PA
1971-73	Steering Committee "Council of Great City Schools," Washington, DC
1975-77	Regional Advisory Committee - "Law Education and Participation" Education representative
1975-76	National Institute for Performance Based Teacher Education Regional representative
1967-69	State Student Teaching Advisory Committee, Department of Public Instruction, Harrisburg, PA
1965-69	Board of Directors, 12th & Oxford Filmmakers Corporation A Philadelphia street gang turned filmmaker. Produced "The Jungle."

TEMPLE UNIVERSITY COMMITTEES

University Publications Board - 1980

Philadelphia Intermediate Unit Council - 1976-79

Philadelphia Teacher Center Policy Board
College representative 1979-80

Temple University Committees (Cont'd)

College of Education, Departmental Committees 1979-80
  Committee on Mainstreaming
  Departmental Executive Committee
  Advertising Committee
  Ambler Program Committee

CONSULTANT SERVICES

Universities

Pennsylvania State University - National Conference for Nutrition Education, 1974-75

West Chester State College - Evaluation of Internship Program - Team Member DPI, 1969

University of Buffalo - NCATE Team - Evaluation of Elementary Education, November 1971

Harvard University - Planning for City University, Boston, Massachusetts, April 1969

1974-75 PaCBTE, Consultant for Pennsylvania Department of Education to:
- Antioch College
- California State College
- Cabrini College
- Immaculata College

Worchester State College, Worchester, Massachusetts, Chairman NCATE Evaluation Team, April 1974

Boards of Education

Easton Forks School District, Easton, Pennsylvania Elementary School Evaluation, 1963

School District of Philadelphia - MACI System of Interaction Analysis, 1967

Wall Township, New Jersey - Training selected school district, Staff in Interaction Analysis, 1968-69

West Belmar, New Jersey - Evaluation techniques for Classroom Teaching, 1968

Harrisburg , Pennsylvania - Evaluation Team for the reapproval of teacher education programs in Pennsylvania, 1968-70

State Departments of Education

Lesley College, Lesley, Massachusetts - Chairman of Evaluation Team - Elementary Education & Reading, 1975

State Departments of Education (Cont'd)

National Teacher Corps - Taught child development and supervised 1st cycle Teacher Corpmen in culturally disadvantaged areas of Philadelphia, 1966

NDEA Institute on University & School System Communication Trainer & Discussion leader, 1968

Project Real - A Teacher Corps Training Program for administrators and team leaders for National programs, 1968

Great Cities - Portal School Concept of Implementation, July 1971, San Francisco and August 1971, Philadelphia

Pennsylvania Department of Education - State Competency Based Education, 1973 to 1980

RESEARCH

Inservice Teacher Education Center - William Penn Foundation, Philadelphia, Pennsylvania $36,000 - 1975-79.

"Resource Center Room for Portal School Concept," O.E. Grant-$12,855. To provide National Consultant Service to The Council of the Great City Schools and Teacher Corps, Washington, D.C. - projects interested in developing a University-Public School Cooperative relationship, 1973.

"Gang Influence in the Schools," Kettering Foundation Grant - $2,000 - 1972.

"The Effects of Training on Elementary Student Teaching Supervision as it is Related to Attitude and Perception Measure," Schantz and Sorber, 1969.

"Relationship of Four Types of Student Teaching Supervisory Conferences to Teacher Preparation." Grant from Office of Education, U.S. Bureau of Research, Department of Health, Education and Welfare, Sorber and Schantz, June 1968

"Supervisory Training of Public School Personnel, City of Philadelphia in Teacher Training Program." Small Federal Grant Title I, Hanigan and Schantz. Training supervisors in curriculum areas for Public School System, published, Franklin Institute, fall 1967.

"An Experimental Study Comparing the Effects of Verbal Recall with Children in a Direct and Indirect Teaching Method Using the Flanders Categories of Interaction Analysis as a Tool of Measurement," Dissertation - Pennsylvania State University, 1963.

"The Isolate in the Classroom" -- Sociometric data on 12 classrooms, grades 3, 5, and 6, by Amidon, Hoffman and Schantz -- Garrettford School, Upper Darby, Pennsylvania, 1963.

WRITINGS

Schantz, Betty (encyclopedia essay) - "Education, Elementary," Encyclopedia International, Grolier Incorporated, Danbury Connecticut, 1980.

Schantz, Betty - The University-Inservice Teacher Education Network, Collaboration for Inservice Education: Case Studies ERIC Clearinghouse on Teacher Education, February 1978, pp. 29-34.

Schantz, Betty - Analytic Case Study of the Korean Educational Development Institute: A Third Interim Report, Inservice Education Chapter, Masoner (ed.) The American Association of Colleges of Teacher Education, August 1978.

"Schantz Reports on Women's Role," American Association of Colleges of Teacher Education Bulletin, February 1975.

"Reallocating Resources In The Temple Philadelphia Portal Schools For The Improvement Of Teacher Education," R. Hilsinger and B. Schantz, Council of the Great City Schools with the Teacher Corps, Grant OEG-0-71-3354 (716) Newsletter, Vol. 1, #5.

"Temple-Philadelphia Portal School Concept," Teacher Education 1972, Innovation Now! ICET Journal.

"Excellence in Teacher Education 1972, Disctinguished Achievement Awards Program" Eberman, Hilsinger, Schantz, AACTE Award Booklet, March 1972.

"Portal School Concept," a 17-minute slide-sound presentation of 4 Philadelphia elementary schools, Executive Producer -- Educational Media Department, Temple University, spring 1972.

Video Tape, "Portal School Concept," a 20-minute presentation by Schantz, Schaaf, and Bush. Educational Media Temple University, spring 1971.

"Education for Urban Youth," Kettering Foundation Grant - $2,000 to aid gang youths in pursuing their education goals.

"Models of Portal School Concept," The Council of the Great City Newsletter, October 1971, Vol. 1, No. 3, January 1972.

"Portal School Program Gets National Award," Congressional Record, March 20, 1972.

"Philadelphia Model of the Portal School Concept," Position Paper, October 1971.

"Temple Program, Proposal for Portal School Program," Research in Education, July 1971.

"Guidelines, Roles and Procedures for Improving the Student Teaching Field Experience in Pennsylvania," Handbook, Department of Public Instruction, Bureau of Teacher Education, 1969.

WRITINGS (Cont'd)

"Perception of Teaching Form" -- Relationship Inventory -- Schantz and Sorber, fall 1968.

"Relationship of Four Types of Student Teacher, Supervisor Conferences to Teacher Preparation," ERIC., September 1969.

"Compulsory Kindergarten Education in Pennsylvania," Position Paper, State Board of Education, Harrisburg, Pennsylvania, May 1966.

"Teacher Perception of Pupil Sociometric Choice," Teachers College Journal, Volume 4, January 1966.

"One Way Teachers Can Improve Classroom Leadership," N.J.E.A. Review, April 1963.

"Self-Analysis of Teaching Techniques," Pennsylvania School Journal, October 1963.

CONFERENCE PARTICIPATION

1979	New Standards for Teacher Certification, Pennsylvania Department of Education, Consultant and Group Leader, Grantsville, PA.
1978	Elementary Principals CBTE Plan for Cheyney State College, Chairman and Consultant.
	State Department of Education Conference on Inservice Education, Consultant and Speaker, Grantsville, PA.
	AACTE Sponsored Invitational Conference to develop inservice education for college and education staffs in higher education. Consultant and Group Leader, Mt. Pocono, PA.
	Invitational Conference of National Council of States on Inservice Education, Phoenix, Arizona. Group Leader.
1976	AACTE ("The Issue of 1976: A Profession--Now or Never!"), Chairman "Individual Quality Control, i.e., Certification and Admission."
	"56 Annual Meeting" Association Teacher Educators, St. Louis, missouri, February. Program Planner.
1975	AACTE Chairman, Issues in Education, Chicago, Illinois.
	National Institute for Performance-Based Teacher Education (member of Planning group), Columbus, Ohio, July 30-31.
	Shipboard Conference "Intercultural Task Force Meeting," Ft. Lauderdale, Florida, January.
	"Graduate Alternative Programs," Pennsylvania Association for School Administrators, Philadelphia, February 18.

CONFERENCE PARTICIPATION (Cont'd)

1973-74 University of Delaware - "Regional Cooperation in Teacher Education in Mid-Atlantic Region, July NCATE Training Staff - Chairperson for "Team Member Orientation," Minneapolis, Minnesota, September.

"Individualized Instruction in the '70's," Quest Consortium National Conference, American Federation of Teachers, April 1972, Washington, D.C. -- Speaker.

"Temple Philadelphia Portal School Concept," National Conference, spring 1972, ASCD, Philadelphia, Pennsylvania.

"Temple Philadelphia Portal School Concept," National Convention, American Association of Colleges for Teacher Education, Chicago, Illinois, spring 1972.

"Practical Strategies for University School Cooperation," American Association of Advanced Science, Philadelphia, Pennsylvania, December 1971 -- Speaker.

"Future Directions of Teacher Education in Pennsylvania," Department of Public Instruction, September 1971 -- Speaker.

"Portal Schools/Multi Unit Schools," American Federation of Teachers, Washington, D.C., March 1971 -- Consultant-Presentor.

"Decision-making and Teacher Education: The Portal School Project," AACTE National Conference, Spring 1971, Chicago, Illinois -- Speaker.

"Portal School Implementation," Annual Meeting, The Council of Great City Schools, Dallas, Texas, Research Consultant and Speaker, November 1970.

Annual Educators Conference, September 1969 -- "New Roles for Teachers," Speaker and Discussion Leader, Wall Township, New Jersey.

"Planning for City University" -- Consultant, Harvard University, Planning Session, Harvard University, Boston, Massachusetts, April 1969.

Project REAL, Teacher Corps Training Program, summer 1969.

"Educating the Culturally Deprived," Department of Community Affairs, Harrisburg, Pennsylvania, Discussion Leader, October 1968.

National Conference AACTE, 1968, "New Programs in Teacher Education," Panelist for Temple University, Chicago 1968.

CONFERENCE PARTICIPATION (Cont'd)

1973-74 NDEA Institute, Temple University, Developing Effective Communications Among Colleges and Universities and Urban Systems 1967-68.

National Association for Student Teaching, February 1967, "A New Look at Supervision in Teacher Education," Chicago, Illinois.

In-Service Conference, 1966 -- "Teacher's Role in the Classroom," Boyertown, Pennsylvania.

Annual Nurses' Conference, Lancaster County -- "Teaching Patient-Care," Speaker - 1965, Lancaster, Pennsylvania.

Annual Education Conference, 1964 -- "Disciplines Dimensions," Speaker, "Dynamics of Classroom Interation," Upper Darby Township, Upper Darby, Pennsylvania.

Fourteenth Annual Spring Conference 1963, "New Dimensions in Creativity." Pennsylvania Association for the Study of the Mentally Gifted, Chairman, "Identifying the Creative Student," Abington, Pennsylvania.

PROJECT DIRECTOR

1979-1976	University Inservice Teacher Education Network Eight colleges and universities providing inservice education for Philadelphia teachers using School District of Philadelphia facilities.
1976-72	International Exchange Program - Berkshire, England and Temple University. A yearly exchange of professors and semester exchange of junior education students studying Urban Education.
1975-70	Wanamaker Summer School District - A program of graduate instruction using open classroom techniques utilizing a public junior high school and staff of professors who demonstrate techniques with inner city neighborhood children ages 12-17.
1975-71	Dunbar Elementary Summer School - A remedial reading program for 100 neighborhood children that provides graduate instruction for reading teachers who need laboratory experience.
1967-72	12th & Oxford Street Gang Project - A variety of programs vocational and tutorial that provided instruction for junior and senior members of a neighborhood gang. Vocational evening school was supervised at both Wanamaker Junior High School three nights a week and tutorial experiences in offices at the College of Education and at the Gang Club House, 7th & Oxford Streets, Philadelphia, Pennsylvania.

VITA

Howard F. Taylor
Professor of Sociology
Princeton University
Princeton, New Jersey 08544

Born: July 7, 1939
Married, One Child

Education:
- Ph.D. (Sociology), Yale University, 1966
- M.A. (Sociology), Yale University 1964
- A.B. (Sociology), Hiram College, 1961

Specialities:
- Small Groups/Social Psychology
- Methodology
- Afro-American Studies

Experience:

Associate Professor to Professor of Sociology, Department of Sociology, Princeton University, 9/73 - present.

Director of Afro-American Studies Program, Princeton University, 9/73 - present.

Assistant to Associate Professor of Sociology, Department of Sociology, Syracuse University, 9/68 - 8/73.

Assistant Professor of Sociology, Department of Sociology, Illinois Institute of Technology, Chicago, 9/66 - 8/68.

Research Associate, Department of Sociology, Illinois Institute of Technology, Chicago, 9/65 - 8/68.

Publications: Books:

The IQ Game: A Methodological Inquiry into the Heredity-Environment Controversy, New Brunswick: Rutgers University Press, 1980. Co-published by Harvester Press, Ltd., Brighton, Sessex, England, 1980. Translated into Spanish by Alianza, Madrid, Spain, 1982.

Balance in Small Groups, New York: Van Nostrand Reinhold, 1970. (Translated into Japanese by Seishin Shobo, 1978.)

Publications; Articles:

"Biases vs. 'Bias in Mental Testing'," feature review, Contemporary Sociology, 10 (March, 1981), pp. 172-174.

"On the Sensitivity of IQ Heritability Estimates," in D. Wilkerson, ed., Human Diversity and the Assessment of Intellectual Development, Westport, Conn.: Mediax Associates, Inc., 1980, in press.

"On a General Model for Social and Cognitive Consistency," Sociological Methods and Research, 7 (February, 1979), pp. 259-287.

"A Checklist of Methodological Pitfalls in Studies of IQ Heritability and Race," in M. Harper and M. Jackson, Minority Group Research and Mental Health, D.C.: National Institute of Mental Health, in press.

"The Equations of Oppression," in R.L. Hall, ed., Black Separatism and Social Reality, New York: Pergamon, 1977, pp. 233-242.

"IQ Heritability: A Checklist of Methodological Fallacies," Journal of Afro-American Issues, 4 (No. 1, Winter, 1976), pp. 35-49.

"Review Essay, R. Herrnstein's 'IQ in the Meritocracy,'" Journal of the American Statistical Association, 69 (December, 1974), pp. 1043-1044.

"Linear Models of Consistency: Some Extensions of Blalock's Strategy," American Journal of Sociology, 78 (March, 1973) pp. 1192-1215.

"Playing the Dozens with Path Analysis: Methodological Pitfalls in Jencks et.al., 'Inequality,'" Sociology of Education, 46 (Fall, 1973), pp. 433-450. Reprinted in R.L. Hall, ed., Black Separatism and Social Reality, New York: Pergamon, 1977, pp. 243-250.

"A Black Response to Christopher Jencks' 'Inequity,'" Harvard Educational Review, 43 (February, 1973), pp. 76-91 (co-author).

Articles (continued)

"Quantitative Racism: A Partial Documentation," *Journal of Afro-American Issues*, 1 (Summer, 1972), pp. 1-20. Reprinted in the same journal (special issue), vol. 3 (No. 1, 1975), pp. 19-42.

"Semantic Differential Factor Scores as Measures of Attitude and Perceived Attitude," *Journal of Social Psychology*, 83 (April, 1971), pp. 229-234.

"The Self Versus the Collectivity: Simulation of a Marxian Hypothesis," *Social Forces*, 47 (March, 1969), pp. 299-305 (co-author).

"Balance, Tension, and Tension Release in the Two-Person Group," *Human Relations*, 21 (No. 1, 1968), pp. 59-74.

"Balance and Change in the Two-Person Group," *Sociometry*, 30 (September, 1967), pp. 262-279.

Invited articles and chapters (in preparation):

"Some Methodological Issues in Race Relations Research," *Annual Review of Research in Race and Ethnic Relations*, Vol. 3, Greenwich, Conn.: JAI Press/Johnson Associates, Inc., Fall, 1980.

"On Growing Up in the Black Bourgeoise," in G. Tuchman, ed., *Families and Feelings*, New York: Free Press, 1981 (est.).

Articles undergoing review or revision:

"Bystander Attribution to Ambiguous Interactions as a Function of Situation, Action, and Role," (co-author).

"Modes of Analysis for Cognitive Consistency Theories: Some Modifications of Anderson's Formulation."

"Some Causal Issues in Meritocracy Arguments" (undergoing revision).

"Aggression, Reward, and Identification in Small Groups" (undergoing revision).

Book in preparation (initial stages):

Social and Cognitive Consistency (with C.A. Hornung).

Papers read before professional meetings and societies:

"Blacks in Education: The Case of IQ Testing," paper read before a conference on "The Black Experience," School of Social Work, University of North Carolina, Chapel Hill, March, 1980.

"Bystander Attribution to Ambiguous Interactions as a Function of Situation, Action, and Role," paper read before the Eastern Sociological Society, New York, March, 1979.

"The Econometrics of Cognitive Consistency," paper read before the American Sociological Association, Social Psychology Section, San Francisco, August, 1975.

"Some Comments on IQ Heritability Estimation," paper read before the Eastern Psychological Association, New York, April, 1975.

"A Causal Analysis of Meritocracy Arguments," paper read before the Cornell Conference on Genetics and Social Policy, Ithaca, New York, July, 1974.

"Policy Research and the Black Community: The Case of the Jencks Study," paper read before the American Sociological Association, Montreal, August, 1974.

"Genetics and Sociology: Reconsidering Eckland's 'Reconsideration,'" discussion paper, American Sociological Association, Montreal, August 1974.

"Ethnic Differences in IQ: Methodological Issues," paper read before the D.C. Sociological Society, January, 1974.

"A Checklist of Common Methodological Pitfalls in Studies of IQ Heritability and Race," paper read before the American Sociological Association, New York, August, 1973.

"Aggression, Reward, and Identification in Small Groups," paper read before the American Sociological Association, New York, August, 1973.

"Group Summary Functions in Structural Effects Analysis: A Simulation," paper read before the American Sociological Association, New Orleans; August, 1972 (co-author).

"Social and Cognitive Consistency as Statistical Interaction: An Extension of Blalock's Models to the Theories of Heider and Osgood," paper read before the Eastern Sociological Society, New York, April, 1971.

"Minimum Resource and Set-Balance Predictions in Triadic Coalitions: A Pilot Study," paper read before the Pacific Sociological Association, Honolulu, April, 1971 (co-author).

Papers read before professional meetings (continued)

"Social and Cognitive Consistency as Statistical Interaction: Converging Theories and Methodologies," conference, University of North Carolina, Chapel Hill, May, 1970.

"Toward a Model of Cognitive and Social Consistency," Centennial Conference, Syracuse University, April, 1970.

Additional participatory roles, professional meetings and societies:

Organizer and chair, "Race/Ethnic/Minority Relations," ASA Convention, Toronto, August, 1981.

Discussant, "Macrosocial Structure and Individual Attitudes," Social Psychology Section, ASA Convention, New York, August, 1980.

Organizer and chair, Plenary Session, "Strategies for Theory Building," ASA Convention, Boston, August, 1979.

Organizer and chair, "Educational Programs and Social Structure," ASA Convention, San Francisco, August, 1978.

Organizer and chair, "Social Psychology," ESS Convention, New York, April, 1975.

Discussant, "Afro-American Sociology," ASA Convention, San Francisco, August, 1975.

Organizer and chair, "Small Groups," ASA Convention, New York, August, 1973.

Organizer and chair, "Black Separatism," ASA Convention, New Orleans, August, 1972.

Discussant, "Methodology," ESS Convention, New York, April, 1972.

Consultantships:

Freelance consulting, various individuals and organizations, 1978-present.

Consultant, Survey Methods and Statistics, Criminal Justice Institute, Atlanta University, 2/80-present.

Consultant, Basic Sociocultural Research Review Committee, National Institute of Mental Health (NIMH), 9/79-8/83.

Consultant in Methodology, American Sociological Association, Research Skills Development Institute, Summer, 1979 and Summer 1980.

Consultantships (continued):

Consultant in Survey Methods and Statistics, Joint Commission on Criminology and Criminal Justice Standards, Washington, D.C., 12/78 - 4/79.

Consultant, Higher Education Resource Services, University of Pennsylvania, Spring, 1978.

Consultant, Panel on Privacy and Confidentiality, Committee on National Statistics, National Academy of Sciences, 9/75 - 6/79. (Resulted in the following publication: Privacy and Confidentiality as Factors in Survey Response, Washington, D.C.: National Academy of Sciences, 1979).

Methodological Consultant, Street Academy of New York, Fall, 1974 - Fall, 1976.

Fellow in Instructional Development, Syracuse University, Summer, 1971.

Consultant, Department of Human Development, Cornell University, 6/69 - 5/70.

Consultant, NASA Office of Space Applications, Washington, D.C., 1/69 - 5/69.

Consultant, Michael Reese Hospital, Department of Pediatrics, Chicago, Illinois, 9/67 - 6/69.

Honors:

Invitation to become a Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford, California (invitation of May, 1980).

Member, Sociological Research Association, an honorary society for "distinguished contributions to research in sociology," (elected to membership in 1978).

Member, The Garfield Society of Hiram College, Hiram, Ohio, an honorary society for outstanding contributions to the welfare of humanity. (Elected to membership Oct., 1980.)

Various undergraduate awards, honors, and prizes; various graduate fellowships and assistantships; listing in American Men and Women of Science, in Outstanding Young Men of America, in Community Leaders of America, in Who's Who Among Black Americans, and others.

Courses taught (graduate and undergraduate):

Small Groups, Social Psychology, Research Methods, Statistics, Survey Research, General Sociology.

Professional memberships:

American Sociological Association (ASA).
Social Psychology Section, American Sociological Association.
Methodology Section, American Sociological Association.
Eastern Sociological Society (ESS).
American Association of University Professors (AAUP).
National Academy of Sciences (NAS).

Program Committee, ASA, 1977 - 1979.
Nominations Committee, ASA, 1977 - 1979.
Nominations Committee, ESS, 1977 - 1978.

ASA Stouffer Award in Methodology, Selection Committee, 9/74 - 8.76.
Executive Committee, Association of Black Sociologists, 9/72 - 8/77.
ASA Social Psychology Award Committee, 10/76 - present.
ESS Committee on the Profession, 1/73 - 6/74.
ASA Committee on Certification in Social Psychology, 9/70 - 8/71.

Other professional activities:

1. Advisory Editor, Social Psychology Quarterly, 1980-present.

2. Advisory Editor, Sociological Methods and Research, 1980-present.

3. Advisory Editor, American Journal of Sociology, 1975-77.

   Associate Editor, Sociology of Education, 1974-76.

   Associate Editor, Journal of Afro-American Issues, 1973-78.

4. Member, Basic Sociocultural Research Review Committee, National Institute of Mental Health (NIMH), 9/79-8/83.

5. Numerous manuscript reviews for various publishing companies and additional journals (American Sociological Review; Journal of Mathematical Sociology; American Political Science Review; many others).

6. Numerous guest lectures and colloquia at universities, colleges, and other institutions; several TV appearances; several editorials; several radio interviews.

Office:

Department of Sociology
2-N-2 Green Hall
Princeton University
Princeton, New Jersey 08544
609-452-4531 or 4547; 452-4718

Home:

165 Bull Run Road
Hopewell Township, Trenton, New Jersey 08638
609-737-0980

Addendum

University service:

1. Chair, Afro-American Studies Program, Princeton University, 1973 - present.
2. Member, Interdepartmental Committee, Industrial Relations Section, 1976 - present.
3. Member, Committee on Minority Affairs, 1973 - present.
4. Member, Committee on Admission and Financial Aid, 1974 - 1977.
5. Faculty Fellow, Stevenson Hall, 1973 - 1975 and 1976 - 1978.
6. Faculty Fellow, Princeton Inn College, 1978 - present.
7. Faculty Fellow, Graduate College, 9/79 - present.
8. Sophomore Advisory Panel, Office of the Dean of the College, 9/78 - present.
9. Member, Human Subjects Review Panel (Institutional Review Board), 9/79 - present.

RESUME

1978 - 79

KENNETH SCRUGGS TOLLETT

Date of Birth: July 14, 1931

4600 Connecticut Avenue, N.W.
Apartment #307
Washington, D.C. 20008
(202) 244-3048

Divorced:
2 Children--Erica (24), Nicola (16)

Born and raised in Muskogee, Oklahoma. Youngest of four sons of Dr. and Mrs. H. E. Tollett, Sr.

Educated in public schools of Muskogee and was first in graduating high school class and received D.A.R. Citizenship Award. Served as Class Leader at Ward Chapel A.M.E. Church

Work: Director, Institute for the Study of Educational Policy (3/74 - 2935 Upton St., N.W., Howard University Dunbarton Campus, Washington, D.C. 20008 and Distinguished Professor of Higher Education, (9/71- (202) 686-6587

Visiting Fellow (2/70-5/70; 6/71-8/71)
Center for the Study of Democratic Institutions, Box 4068
Santa Barbara, California 93103

Visting Professor (8/70-5/71)
School of Law, University of Colorado,
Boulder, Colorado 80302

Dean (1963-70) School of Law
Texas Southern University
Houston, Texas 77004

Received A.B. (6/52), J.D. (3/55), and M.A. (8/58) (Political Science) degrees from University of Chicago.

At University of Chicago a student leader: Member of Burton-Judson Council, Iron Mask Honor Society, Student Government and cited for outstanding dormitory activities. Was Student Coordinator and Director Dormitory Intra-Mural Athletics, and originated Sunday Seminars in which led discussions in dormitories with world outstanding preachers and theologians who spoke at Rockefeller Chapel. First Black named Assistant Househead in University of Chicago Dormitory System.

Active in Chicago politics: President, Fifth Ward Young Democrats, Vice Chairman, Second Congressional District Young Democrats; Precinct Captain, Regular Fifth Ward Democratic Organization.

Admitted to Illinois Bar in 1955: Practiced law for three years and was Legal Aide to Sheriff Joseph D. Lohman, Sheriff of Cook County, Illinois. Admitted to Texas Bar in 1961.

Joined faculty of Texas Southern University School of Law September, 1958. Started Faculty-Student Seminars and directed Seminars 1959-60, 1960-61, the main purpose of which was to stimulate uninhibited and creative intellectual discussion among faculty and student body at Texas Southern University. Served on too many university committees to name. However, to name just a few: Chairman, (1968-70), Supervisory Committee, Texas Southern University Federal Credit Union; Member (1968-69); Faculty Assembly's Rank, Tenure and Salary Committee (only high administrator elected to the committee by the faculty), Black Studies Resource Committee, and Board of Directors (1962-70), Wesley Foundation. Named Acting Dean of School of Law in June, 1960 at the age of 28.

PRESENT MEMBERSHIPS

Member of

National Bar Association (Former Regional Director)

American Academy of Political and Social Science

American Section of the International Association for Philosophy of Law and Social Philosophy

American Society for Political and Legal Philosophy

Texas Bar Association (Formerly member of Committee on Legal Services)

American Civil Liberties Union (Life Member)

American Association for Higher Education

American Bar Association

Hampshire College National Advisory Board

Committee R on Relationships of Higher Education to Federal and State Governments, American Association of University Professors

Chairman, National Advisory Board, Institute for the Study of Educational Policy, Washington, D.C.

National Conference of Black Political Scientists

Supreme Court Historical Society

National Council of University Research Administrators

Member, D.C. Commission on Postsecondary Education (1976) Chairman (1979-)

Member, National Advisory Committee on Black Higher Education and Black Colleges and Universities (Department of H.E.W., 1/77-)

Member, Steering Committee of the Coalition of Postsecondary Education Research Interests (American Council on Education) (4/77 -)

PAST CIVIC AND PROFESSIONAL AFFAIRS

Member, Attorney General's Loan Shark Committee, (Texas).

Community Council's Legal Aid Study Committee, (Houston, Texas).

Committee for Better Local Government, (Houston, Texas).

Rapporteur and participant, Texas Conference on Judicial Selection, Administration and Tenure.

Member, Advisory Committee on Legal Education to the Texas Commission on Higher Education.

Fellow of Texas Bar Foundation (Charter Member).

Texas State Bar Grievance Committee, District 8, Position 4, (7/66-7/68).

Texas Constitutional Revision Commission (having served on both Bill of Rights and Education Committees) (1967-68).

Houston Lawyers Association (Chairman, Board of Directors, 1965-69).

Houston Legal Foundation (1965-70).

Council on Legal Education Opportunity (A founding member and drafter of of by-laws) (1967-71).

Houston Bar Association (Member of Committee on Workshops and Continuing Education).

Member, Design Committee, WICHE Outputs of Higher Education Project.

Texas Bill of Rights Foundation.

Ad Hoc Committee for Screening and Selection of Martin Luther King, Jr., Fellows for Woodrow Wilson National Fellowship Foundation.

Carnegie Commission on the Future of Higher Education.

Special AALS-ABA Committee for 15th Annual Observance Law Day, U.S.A.

Task Force on Professional Utilization (American Bar Association)

Task Force for Developing Commission on Higher Education for Black Americans.

Chairman, Rhodes Scholarship Nominating Committee (Howard University).

Minority Groups Committee (AALS).

National Cabinet, University of Chicago Alumni Association.

Committee on Faculty Forums, Chairman (Howard University, 1971-72; 1972-73; 1973-74).

PAST CIVIC PROFESSIONAL AFFAIRS (continued)

Visiting Committee of the University of Chicago Law School

Committee for Liaison with National Association of Law Placement Officers

Advisory Panel for the National Board on Graduate Education Report on "Minority Group Participation in Graduate Education."

Committee L on Predominantly Black Institutions, American Association of University Professors

Member, Council for International Excahnge of Scholars/Advisory Screening Committee in Law (6/76-Fall, 1977)

Visiting Committee of the Graduate School of Arts and Sciences, Harvard University (1973-79)

National Bar Foundation (Vice President, 1970-71; 1972-73)

Professional member of National Legal Aid and Defender Association

Rights of Women Committee, Section of Individual Rights and Responsibilities of American Bar Association

Advisory Committee for AALS Law Teaching Clinic

Special Committee on Professional Utilization, ABA (72076)

Chairman, Board of Advisory, Black Law Journal

Special Committee on Prepaid Legal Services, A.B.A. (6/76-4/79)

SELECTED NOTEWORTHY CONFERENCES OR MEETINGS IN WHICH PARTICIPATED:

Participant, Forum on the Community and Racial Crises, Practicing Law Institute (N.Y., N.Y., December 3-5, 1964)

Participant, Southwestern Bell Telephone College Faculty Conference, (Austin, Texas, October, 1966)

Main Speaker and Leader of Two-Day Seminar, A Day in the World of Law, (Norman, Oklahoma, June 6-7, 1967)

Participant, American Assembly Regional Meeting on The Texas Legislature 1967, Texas A&M University (College Station, Texas, October 26-29, 1967)

Participant, American Assembly on Law and the Changing Society, University of Chicago Center for Continuing Education (Chicago, Illinois, March 14-17, 1968)

Participant, Danforth Foundation and the American Academy of Arts and Sciences Conference on The Governance of Universities, Rights and Responsibilities: A Study in Academic Ethics (House of the Academy, Boston, Massachusetts, November 14-16, 1968)

Lecturer, Black Lawyer Seminar, Yale Law School (New Haven, Connecticut, April 15, 1969)

Discussion Leader and on Drafting Committee, American Assembly on Black Economic Development (Arden House, Harriman, New York, April 24-27, 1969)

Speaker and participant in Conference on the Constitutionalization of Science Center for the Study of Democratic Institutions, Santa Barbara, California, August 18-22, 1969)

Speaker and Discussant, "From Isolation to Mainstream," Salute to Black Colleges, sponsored by THE CAPITAL PRESS CLUB (Sheraton-Park Hotel, Washington, D.C., May 22, 1971)

Speaker and Resource Leader, "Less Time, More Options," Southwest Cultural Center Faculty Institute--University of Albuquerque (D.H. Lawrence Ranch, New Mexico, May 24, 1971)

Discussant "Learning and Teaching in the Model School", Training for the Public Professions of the Law: Conference on Legal Education conducted by the Curriculum Study Project of the Association of American Law Schools (Dupont Plaza Hotel, Washington, D.C., May 31, 1971).

Principal Lecturer, "From Isolation to Mainstream," From Isolation to Mainstream--Implications of Cooperative Education for the Developing Colleges, COOPERATIVE EDUCATION INSTITUTE, sponsored by Tuskegee Institute (Cabana Motor Hotel, Atlanta, Georgia, June 9, 1971)

Resource Specialist, "Internal Administration Policy of Law School" and "Minority Group Law Students," Law Teaching Clinic--The University of Wisconsin (Madison, Wisconsin, August 12 & 13, 1971)

SELECTED NOTEWORTHY CONFERENCES OR MEETINGS IN WHICH PARTICIPATED (continued)

Lecturer, "Protecting Attorneys from Arbitrary Discipline," NAACP Legal Defense and Educational Fund Lawyers' Institute, (Airlie House: Warrenton, Virginia, October 16, 1971)

Principal speaker, "Non-Traditional Education in Upper Level Institutions," Second Annual Meeting of the Association of Upper Level Colleges and Universities (The Hilton Inn, Dallas, Texas, March 3, 1972)

Speaker-Discussant, "Professional Training for Blacks: Too few Options?" Twenty-seventh National Conference on Higher Education sponsored by American Association for Higher Education (Conrad Hilton Hotel, Chicago, Illinois, March 7, 1972)

Speaker-Discussant, "Interrelational Problems Between Black Men and Women Law Students--Bringing it Down Front" and "The Politics of Para-professional Legal Training," National Convention of Black American Law Student Association (University of Chicago, Illinois, March 24 & 25, 1972)

Speaker-Discussant, Workshop on World Order Models Design, (East-West Center, Honolulu, Hawaii, July 16-22, 1972)

Lecturer, "Non-Traditional Higher Educational Programs," United States Information Agency Contemporary American Seminar (U.S.I.A., Washington, D.C., July 24, 1972)

Participant, Conference on Public Colleges and Their Future Role, (Institute for Services to Education, Washington, D.C., November 11, 1972)

Topic Specialist, The Association of American Law Schools Law Teaching Clinic, July 22-August 11, 1973, The University of Colorado at Boulder.

Panelist, The Association of American Law Schools Annual Meeting, (New Orleans, Louisiana, December 29, 1973)

Expert Witness, "Would the Country be Better Off if Fewer Students Went to College?" The Advocates, Public Television Stations, January 3, 1974

Speaker, "The Need for a Definition of Black Higher Education," Mid-Year Evaluation Conference of the 13-College Curriculum Program, Ramada Inn, Washington, D.C., February 7, 1974

Speaker, "Law and the University," 1973-74 Institute for Academic and Non-Academic Administrators, Shamrock Hilton Hotel, Houston, Texas, April 3, 1974

Speaker, "Taking the Bar to Court, or Why the Post Gives Howard Law the Raspberry," Phi Alpha Delta, Langston Chapter, Howard University Law School, April 4, 1974

SELECTED NOTEWORTHY CONFERENCES OR MEETINGS IN WHICH PARTICIPATED (continued)

Speaker, "Carnegie Commission on Higher Education: Priorities for Action, Final Report of the Commission," Eastern Sociological Society, Philadelphia, Pennsylvania, April 6, 1974

Speaker, "Black Institutions of Higher Learning: Inadvertent Victims or Necessary Sacrifices," Harvard University Roundtable, May 2-3, 1974, Cambridge, Massachusetts

Speaker, Commencement Exercises, Jackson State College, Jackson, Mississippi, May 27, 1974

Seminar Leader and Consultant, The Workshop on Liberal Arts Education, The Danforth Foundation, Colorado College, Colorado Springs, Colorado, June 16-July 3, 1974

Speaker, "Urban Law Centers and Justice for Minority Groups," Temple University Colloquium on "The Role of the Law Center in Urban Society," April 17, 1975 in connection with the dedication of the Charles Klein School of Law, Temple University, Philadelphia, Pennsylvania

Speaker, "Educational Research and the Politics of Black Higher Education," The National Conference of Black Political Scientists, May 3, 1975, The Executive House, Washington, D.C.

Speaker, "Law, Justice and the Role of Lawyers and the Institute for the Study of Educational Policy," Texas Southern University Student Bar Association's Law Day Banquet, Houston, Texas, May 3, 1975

Participant, Institute on Politics, Rhetoric and Literature, Modern Language Association, May 23-31, 1975, Colorado Springs, Colorado

Participant, "The Learning Society: Higher Education in America," sponsored by the American Association of University Professors (Series #3, The 1960s, televised on WRC-TV, June 18, 1975, Washington, D.C.)

Participant, Southern Education Association Meeting on Equal Educational Opportunity for Blacks, Atlanta, Georgia, July 17-19, 1975

Participant and Chairman of Panel on "Urban Education Problems" at National Urban League Conference, Atlanta, Georgia, July 27-31, 1975

Participant and Chairman of Panel on Researching Higher Education at ISEP, 60th Annual Meeting of the Association for the Study of Afro-American Life and History, October 16-19, 1975

Participant and Speaker on "The Rationale for Racial and Ethnic Data Collection" at National Conference on Racial and Ethnic Data in Higher Education, Sponsored by ISEP, Washington, D.C., February 6, 1976

Participant and Speaker on "Black Public Colleges: More Than Surviving," at Conference on Black Colleges as a National Resource: Beyond 1975, Sponsored by the Southern Education Foundation, Atlanta, Georgia, February 15-17, 1976

SELECTED NOTEWORTHY CONFERENCES OR MEETINGS IN WHICH PARTICIPATED (continued)

Participant and Speaker on "Life Cycle of Blacks in Higher Education," at Annual Meeting of the American Association for Higher Education, Chicago, Illinois, March 7-9, 1976

Participant and Speaker on New Directions for Black Women in Higher Education at First Meeting of National Association of Black Professional Women in Higher Education, Racine, Wisconsin, April 4-6, 1976

Participant and Speaker at Panel on "The Implications of Fiscal Exigency" at 1976 Annual Conference of American Association for Affirmative Action, San Diego, California, April 23, 1976

Participant and Speaker on "Certification, Articulation and Caste" at Symposium on Policy Issues in Educating for New and Emerging Careers at the Pennsylvania State University, University Park, Pennsylvania, May 6-7, 1976

Keynote Speaker, National Organization of Black University and College Students, November 6, 1976, Memphis, Tennessee

Speaker, "Equal Educational Opportunity and the Law: An Assessment for University of Pennsylvania Symposium on *Race and Law, The Quest for Social Justice in Higher Education in the United States*, November 19, 1976, University of Pennsylvania Law School, Philadelphia, Pennsylvania

Speaker, "Education and Justice," for Human Ecology Colloquium in Honor of Distinguished Members of the Faculty of Howard University, May 10, 1977, Washington, D.C.

Speaker and Participant, Media/Public Relations Roundtable on *Bakke*, hosted by Institute for the Study of Educational Policy, June 23, 1977, Washington, D.C.

Moderator, "Affirmative Action: The Reversal of Discrimination," for Invitational Conference sponsored by the Institute for the Study of Educational Policy, Washington, D.C., July 14, 1977

Participant, Improving Equity in Postsecondary Education: A Workshop on Leadership," sponsored by National Center for Higher Education Management Systems, July 17-20, 1977, Keystone, Colorado

Participant, National Convention, National Bar Association, August 3-6, 1977, New Orleans, Louisiana

Panelist, "Status Report: Blacks at Predominantly White Colleges *(Bakke* Case)," for Washington Policy Seminar for Black Educators sponsored by the Institute for Educational Leadership, September 9, 1977, Washington, D.C.

SELECTED NOTEWORTHY CONFERENCES OR MEETINGS IN WHICH PARTICIPATED (continued)

Discussion Leader, "The Media Assault on Affirmative Action: Subjective Hostility or Objective Incentive," for the Center for the Study of Democratic Institutions, October 24, 1977, Santa Barbara, California

Participant, Debate on "Bakke - The Arguments on Both Sides," for the Bakke Case Conference for the Ford Fellows in Educational Journalism, sponsored by the Institute for Educational Leadership, November 17, 1977, Washington, D.C.

Moderator, "The Bakke Case," at Invitational Conference, on The Bakke Case: An Assault on Affirmative Action, hosted by Ecumenical Social Awareness Center, Los Angeles Human Relations Commission, United Professors of California, and Institute for the Study of Educational Policy, December 10, 1977, Los Angeles, California

Participant, National Conference on Legal Services and the Public, December 16-17, 1977, New Orleans, Louisiana

Participant, "Civil Rights Cases before the Burger Court," sponsored by the section on Constitutional Law, Association of American Law Schools, December 27-29, 1977, Atlanta, Georgia

Participant, "Four Minorities: A New Look at National Priorities," at the Woodrow Wilson International Center for Scholars, sponsored by Daedalus, The Journal of the American Academy of Arts and Sciences, March 2, 1978, Washington, D.C.

Co-Host, Legal Symposium on the Bakke Case, at Oklahoma City University, March 4-5, 1978, Oklahoma City, Oklahoma

Participant, Amintaphil Conference, Hampshire College, March 10-12, 1978, Amherst, Massachusetts.

Speaker, "The Bakke Case" for the National Association of Black Media Women, Los Angeles, California, October 23, 1977

Participant, 1978 National Conference on Higher Education, sponsored by the American Association for Higher Education, March 19-22, 1978, Chicago, Illinois

Speaker, "The Bakke Case" NAACP Summit Conference, Chicago, Illinois, May 6, 1978

Participant, Reunion Meeting of the Carnegie Commission on Higher Education, June 15-16, 1978, Notre Dame University, South Bend, Indiana

Speaker, "Affirmative Action After Bakke," 100th Annual Meeting of the American Bar Association, August 8, 1978, New York, New York

Convener, "Legal Threats to Blacks in Society Including Higher Education," National Bar Association, Hollywood, Florida, August 17, 1978

Speaker, "The Bakke Case," Association of Black Journalist, Chicago, Illinois, August 26, 1978

SELECTED NOTEWORTHY CONFERENCES OR MEETINGS IN WHICH PARTICIPATED (continued)

Speaker, Council on Legal Educational Opportunity (CLEO), Tenth Commemorative Anniversary Celebration, Howard University School of Law, October 6, 1978

Presenter/Leader, "Beyond *Bakke*: Insuring Black Access to Higher Education," Association for the Study of Afro-American Life and History, Inc., Los Angeles, California, October 13, 1978

Participant, Association of American Law Schools 1979 Annual Meeting, Chicago, Illinois, January 4-5, 1979

Panelist/Commentator, Quest for Equality Conference, Washington University School of Law, St. Louis, Missouri, January 31, 1979

Reactor, Panel on "Can There Be Anything Affirmative About Affirmative Action in the Eighties?" of the Annual Meeting of the American Association for Higher Education, Washington Hilton Hotel, Washington, D.C., April 17, 1979

Keynote Speaker, "The Unfinished Agenda of the *Brown* Decision" Celebration of the 25th Anniversary of the *Brown* Decision Hosted by the Anti-Defamation League, Washington, D.C., May 15, 1979

Moderator, "Future of Traditionally Black Education Institutions: Adavm v. Califano -- Threat or Promise? Quo Vadis?" NAACP Legal Defense and Educational Fund Celebration of the *Brown* Decision, Howard University School of Law, May 15, 1979

Commentator, "The Black Underclass: Untouched by *Brown*," NAACP Legal Defense and Educational Fund Celebration of the *Brown* Decision, Howard University School of Law, May 16, 1979

Participant, 1978 National Conference on Higher Education, sponsored by the American Association for Higher Education, March 19-22, 1978, Chicago, Illinois

Participant, Meeting of Committee to Visit the College and the Graduate School of Arts and Sciences, Harvard University, May 4-5, 1978, Cambridge, Massachusetts

Participant, Reunion Meeting of the Carnegie Commission on Higher Education, June 15-16, 1978, Notre Dame University, South Bend, Indiana

Participant, American Bar Association Annual Meeting, The Americana Hotel, New York, New York, August 7-9, 1976

Participant, National Bar Association Annual Meeting, The Diplomat Hotel, Holloywood, Florida, August 17-19, 1978

Participant, Council on Legal Education Opportunity (CLEO) Annual Meeting, Howard University Law School, Washington, D.C., October 6, 1978

SELECTED NOTEWORTHY CONFERENCES OR MEETINGS IN WHICH PARTICIPATED (continued)

Participant, Association for the Study of Afro-American Life and History, Los Angeles, California, October 13, 1978

Participant, 18th Annual Meeting of the Council of Graduate Schools, San Diego, California, November 30, 1978

Participant, W.O. Douglas Inquiry on the State of Individual Freedom, Washington, D.C., December 8, 1978

Participant, The Quest for Equality Conference, Washington University School of Law, St. Louis, Missouri, January 31, 1979

Participant, 1979 National Conference on Higher Education, American Association for Higher Education, Washington Hilton Hotel, Washington, D.C., April 17, 1979

Participant, 4th Annual NAFEO Conference, Washington Hilton Hotel, Washington, D.C., April 27, 1979

Participant, Celebration of the 25th Anniversary of the Brown Decision, NAACP Legal Defense Fund, Howard University School of Law, Washington, D.C., May 16-17, 1979

Speaker, Conference on the Graduate and Professional Opportunities Program, Ohio State University, Columbus, Ohio, May 31, 1979

Speaker, Annual Meeting of the American Association of University Professor, Houston, Texas, June 8, 1979

PAPERS

"The Role of Law in Social Change in a Pluralistic Society," Second Annual Conference on Inter-group Relations, University of Houston (Houston, Texas, 1961)

"World Community and the Rule of Law," Southwest Regional Bar Association Meeting (Houston, Texas, 1961)

"Baker v. Carr and Political Questions," The Southwestern Social Science Association meeting (San Antonio, Texas, 1963)

"Extending Legal Services to the Poor," 40th Annual National Bar Association meeting (New Orleans, Louisiana, 1965)

"The Alarming Shortage of Negro Law Students," National Bar Association Executive Board Meeting (Houston, Texas, April, 1966)

"The Future of Negro Higher Education," Symposium on the Role of the Negro Lawyer in the Context of Social Change, Howard University (Washington, D.C., November, 1966)

"Comments on Law, Morality and Social Change," First Plenary Meeting of AMINTAPHIL (The American Section of the International Association of Philosophy of Law and Social Philosophy), Washington University (St. Louis, Missouri, November, 1966)

PAPERS (continued)

"The Legalization of Social Ordering," Colloquium of the American Section of the World Congress of the International Association for Philosophy of Law and Social Philosophy (Cardone, Riviera, Italy, September 9-13, 1967)

"Prepared Statement on S. 3098, Higher Education Amendments of 1968," Education Subcommittee of United States Senate Labor and Public Welfare Committee (Washington, D.C., March 28, 1968)

"The Governance of a University in a Democratic Society: Random Reflections Upon Participatory Politics, Black Power, and Law and Order," Inaugural Colloquium for First President of Wright State University (Dayton, Ohio, October 24, 1968)

"Rambling Reflections Upon Law and Science," Center for the Study of Democratic Institutions (Santa Barbara, August 20, 1968)

"I Ain't Goin' Study War No More," Vietnam Moratorium Observance, Hermann Park Outdoor Theatre (Houston, Texas, October 15, 1969)

"Education Toward a Universal Community," Conference III: University in Crisis, Oakland University (Rochester, Michigan, January 19, 1970)

"All Rights are Human," Second Plenary Meeting of AMINTAPHIL, Rutgers University (Newark, N.J., February 5-7, 1970)

"Intellectual Integrity, Meaning, and Conceptualism in Legal Argumentation and Rhetoric-CSDI (Santa Barbara, California, March 30-31, 1970)

"Can We Ignore the Racial Crisis and Save Our Environment? Eco-Faddism, Racism and Institutional Rigidity," A Dialogue Meeting on Steps to Survival for CSDI Members-Century Plaza Hotel,Los Angeles, California, April 28, 1970

"Higher Education and the Public Sector," Seminar on the Outputs of Higher Education: Their Proxies, Measurement Evaluation, Conducted by Western Interstate Commission on Higher Education (Washington, D.C., May 3-5, 1970)

"Disenchantment with Higher Education," CSDI (Santa Barbara, California, May 13, 1970)

"Universal Community: Its Barriers, Fears, and Hopes," CSDI (Santa Barbara, California, May 27, 1970)

"Race Relations: A Test for Constitutionalism," A Discussion Meeting on the Crisis in America: Do we Need a New Constitution? CSDI (New York Hilton, New York, N.Y., November 11, 1970)

"New Directions in Black Higher Education," Howard University Faculty Forum, Sponsored by Faculty Senate (Howard University, Washington, D.C., March 15, 1971)

PAPERS (continued)

"Repression: Electronic Surveillance and Eavesdropping," CSDI (Santa Barbara, California, June 11, 1971)

"Black Lawyers, Their Education, and the Black Community," CSDI (Santa Barbara, California, July 22, 1971)

"Reform in Higher Education," CSDI (Santa Barbara, California, August 20, 1971)

"Universal Community," (East-West Center, Honolulu, Hawaii, July 19, 1972)

"What a National Foundation for Post-Secondary Education Can Do For Black Higher Educational Institutions," A Position Paper Prepared for Western Interstate Commission on Higher Education and the Office of Education, U.S.A. Department of Health, Education and Welfare (Washington, D.C., April, 1972)

"Forces Threatening the Survival of Predominantly Black Colleges," Howard University Faculty Forum, (Howard University, Washington, D.C., April 11, 1973)

"The Ecological Challenge and Three Dominant Urges of Humankind, Third Plenary Conference of AMINTAPHIL, University of Kansas, April 12-14, 1973

"The Faculty and the Government," American Council on Education, 56th Annual Meeting, Shoreham Hotel, Washington, D.C., October 11, 1973

"Clarification of the Goals and Purposes of Higher Education," Higher Education Group of Washington, D.C., The George Washington University Club, Washington, D.C., November 13, 1973

"World Transformation through Higher Education," Faculty Forums, Howard University, Washington, D.C., November 14, 1973

"Law and Education," Second Annual Research Workshop, RESTRUCTURING THE EDUCATIONAL PROCESS IN PUBLIC SCHOOLS, Howard University Institute for Urban Affairs and Research, Holiday Inn, Silver Spring, Maryland, June 3-5, 1974

"Liberal Arts, The Carnegie Commission and Employability: Conflict or Compatability," 1974 Middle Atlantic Placement Association, Fall Conference, Pocono Manor, Pennsylvania, September 30, 1974

"Research and Its Policy Implications," First Annual Conference on Minorities Rights to Post-Secondary Education, National Scholarship Service and Fund for Negro Students, Chicago, Illinois, October 18, 1974

"Higher Education and the Economy," Consumer Economic Seminar, Hampton Institute, Hampton, Virginia, March 5, 1975

PAPERS (continued)

"Educational Priorities in Higher Education," Howard University, Fourth Annual Communications Conference, March 14, 1975

"The Role of the Law Center in Urban Society," Colloquium at Temple University Dedication of the Charles Klein Law School, April 17, 1975

"Educational Research and the Politics of Black Higher Education," National Conference of Black Political Scientists, The Executive House, Washington, D.C., May 3, 1975

"Certification, Articulation, and Caste," Symposium on Policy Issues in Educating for New and Emerging Careers, The Pennsylvania State University, University Park, Pennsylvania, May 7, 1976

"The Reversal of Discrimination: The *DeFunis* Problem in Higher Education With Implications for Bar Examinations," National Bar Association, 51st Annual Convention," Houston, Texas, August 2, 1976.

"What's All The Shouting About? Government Intervention Has Been Advancing Equality of Opportunity in Higher Education," First Session, Government as Patron of Higher Education - Fourth Annual Conference on the Idea of a Contemporary University, George Washington University, December 10, 1976.

"Research Needs of Blacks in Higher Education," for Panel on Researching Issues Relevant to the Monitoring and Support of Present and Future Directions for Blacks in Higher Education for Second National Conference on the Status of Blacks in Higher Education, Washington, D.C., March 15, 1977

"The Implications of the *Bakke* and Similar Cases for the Higher Education of Minorities," Minority Seminar on Critical Problems and Issues - ETS and CEEB, The New York Hilton Hotel, May 9, 1977

"Justice is the Reversal of Discrimination," Conference on Advancing Equality of Opportunity: A Matter of Justice - ISEP, Sheraton Park Hotel, Washington, D.C., May 16, 1977

"Implications of the *Bakke* Case: Its Importance to NBMC," Third Annual Conference of the National Black Media Coalition, Washington, D.C., September 3, 1977

"The *Bakke* Case," Conference on Minorities and the Media, Northwestern University, Evanston, Illinois, September 22, 1977

"The *Bakke* Case," University of California-Berkeley, Berkeley, California, October 20, 1977

"National Implications of *Bakke*," for Invitational Conference, "The *Bakke* Case, An Assault on Affirmative Action," hosted by the County of San Mateo Human Relations Commission and the Institute for the Study of Educational Policy, Millbrae, California, October 21, 1977

PAPERS (continued)

"The Implications of the Bakke Case for Minority Admissions and Affirmative Action Programs in Higher Education," Cornell University, Ithaca, New York, November 2, 1977

"The Struggle for Equal Rights," Honors Colloquium, Bethune-Cookman College, Daytona Beach, Florida, November 4, 1977

"Legal and Constitutional Issues Impacting on Access, Equity, and Excellence for Blacks in Higher Education," Blacks in Higher Education Third National Conference - National Association for Equal Opportunity in Higher Education, Washington Hilton Hotel, Washington, D.C., April 28, 1978

"The Bakke Case: A Crisis for Affirmative Action," Wayne State University, Detroit, Michigan, May 1, 1978

"The Bakke Case and Its Future Implications," Afro-American Historical and Cultural Museum, Philadelphia, Pennsylvania, August 24, 1978

"Educational Differentials Between Black and White Americans," before the Human Resources Task Force of the House Budget Committee, Cannon House Office Building, Washington, D.C., September 27, 1978; (Later published as a Hearing before the House Budget Committee, September 27, 1978)

"The Functions and Case for Black Colleges," 4th National Conference of the National Association for Equal Opportunity in Higher Education (NAFEO), Washington Hilton Hotel, Washington, D.C., April 27, 1979

"Barriers to Equal Access to Education for Rural and Minority America," Eastern Montana College, Billings, Montana, June 19, 1979

"Network Building and Cooperative Collaboration Among Blacks: A Problem of Self Esteem," Network Building and Federal Funding Conference, Department of HEW, Hubert Humphrey Building, Washington, D.C.

"Affirmative Action and the Forces for On-going Discrimination," Commission Paper for the Council for the Advancement of Experiential Learning (CAEL), Belmont, Maryland, July 11, 1979

PUBLICATIONS

Verbalism, Law and Reality, 37 U. Det. L. J. 226 (1959)

Book Review, 39 Texas L. Rev. 372 (1961)

Book Review, 16 SW. W. J. 541 (1962)

PUBLICATIONS (continued)

Contracts to Influence Legislation: A Limited Case Study of Bold Judicial Action, 3 Washburn, L. J. 55 (1963)

N.A.A.C.P. v. Communism, The Texas Observer, February 9, 1962, p. 8

Book Review, 2 Houston L. Rev. 152 (1964)

Political Questions and the Law, 42 U. Det. L. J. 439 (1965)

Leadership, 28 Texas Bar Journal, 345 (1965)

A Nation Not Afraid of Realities, The Houston Post, October 26, 1965

Comment Upon Minority Group Study Project, Association of American Law Schools, 1965 Proceedings, Part II, 110 (1966)

Negro Vertical Mobility, Chicago Daily Law Bulletin (April 26, 1968)

The Legalization of Social Ordering in VALIDATION OF NEW FORMS OF SOCIAL ORGANIZATION (ed. Dorsey and Shuman, 1968)

The Governance of a University in a Democratic Society: Random Reflections Upon Participatory Politics, Black Power and Law and Order in INAUGURAL PROCEEDINGS, WRIGHT STATE UNIVERSITY (Dayton, Ohio, 1969)

with Kitzmiller, Recommendations and Conclusion, Conference on Constitutionalization of Science in The Center Magazine No. 6, 47 (November, 1969)

Making it Together: Texas Southern University 53 J. Am. Jud. Soc. 366 (April-May, 1970)

What Price Ecology? 3 The Center Magazine, No. 4 20 (July, 1970)

Higher Education and the Public Sector in the OUTPUTS OF HIGHER EDUCATION: THEIR IDENTIFICATION, MEASUREMENT, AND EVALUATION (Lawrence, Weathersby, and Patterson eds., 1970)

Commentary in Bowles and DeCosta, BETWEEN TWO WORLDS: A PROFILE OF NEGRO HIGHER EDUCATION, 251-271 (1971)

Arousing the Silent Majority to Seek Legal Services, 24 Vand. L. Rev. 447 (1971)

The Rush to the Law Schools, 4 The Center Magazine, No. 5, 69 (September/October, 1971)

Southern Justices for Blacks, 26 Ebony, No. 12, 58 (October, 1971)

All Rights are Human in HUMAN RIGHTS (AMINTAPHIL 1, Pollack ed.) (1971)

PUBLICATIONS (continued)

Stages of Black Protest, 4 The Center Magazine No. 6, 70 (November/December, 1971)

Black Lawyers, Their Education, and the Black Community, 17 Howard Law Journal, 326 (1972)

Review of SMALL CHANGE: A REPORT ON FEDERAL SUPPORT FOR BLACK COLLEGES (Southern Education Foundation, 1972) The Chronicle of Higher Education, October 30, 1972

Blacks, Higher Education and Integration, 48 Notre Dame Lawyer, 189 October, 1972

The Viability and Reliability of the U.S. Supreme Court As An Institution for Social Change and Progress Beneficial to Blacks[2] The Black Law Journal, (Winter, 1972), 197

Review of C.V. Willie and A.S. McCord, BLACK STUDENTS AT WHITE COLLEGES (Praeger Publishers 1972) The Chronicle of Higher Education, February 5, 1973 at 8.

Book Review of Albert A. Ehrenzweig, PSYCHOANALYTIC JURISPRUDENCE: ON ETHICS, AESTHETICS AND "LAW"--ON CRIME, TORT, AND PROCEDURE, 17 Howard Law Journal 717 (1972)

Bugs in the Driving Dream: The Technocratic War Against Privacy, 17 Howard Law Journal 775 (1973)

The Viability and Reliability of the U.S. Supreme Court as An Institution for Social Change and Progress Beneficial to Blacks, Part II,[3] The Black Law Journal, p. 5 (1973)

Black Institutions of Higher Learning: Inadvertent Victims or Necessary Sacrifices? 3 The Black Law Journal 162 (1974)

Community And Higher Education: AMERICAN HIGHER EDUCATION: TOWARD AN UNCERTAIN FUTURE, Vol. II, 104 Daedalus 278 (Winter, 1975)

Commentary Disenchantment with the "Egalitarian Revolution," Washington University Law Quarterly, Volume 1979, Number 2, Spring

The Faculty and the Government in EDUCATION AND THE STATE (ed. John F. Hughes: American Council on Education, 1975)

Law and Education in RESTRUCTURING THE EDUCATIONAL PROCESS: A BLACK PERSPECTIVE (Gary and Favors, Eds., 1975)

The Rationale for Racial and Ethnic Date Collection in PROCEEDINGS FROM THE NATIONAL INVITATIONAL CONFERENCE ON RACIAL AND ETHNIC DATA (ed. Elizabeth A. Abromowitz, Institute for the Study of Educational Policy, 1976)

PUBLICATIONS (continued)

A Question of Equity, 4 New Directions, No. 4, 8 (October, 1977)

Certification, Articulation and Caste in EDUCATING FOR CAREERS: POLICY ISSUES IN A TIME OF CHANGE (ed. Thomas F. Powers, The Pennsylvania State University Press: University Park, 1977)

Talk About Quotas Blurs the Issue: Affirmative Action is Just and Legal 1 Politicks and Other Human Interests, No. 5, 12 (January 3, 1978)

What Led To Bakke, XI The Center Magazine, No. 1, (January/February 1978) 2-10

What is ALL the Shouting About? THE UNIVERSITY AND THE STATE: WHAT ROLE FOR GOVERNMENT IN HIGHER EDUCATION? edited by Sidney Hook, Paul Kurtz and Miro Todorovich

Justice is the Reversal of Discrimination, ADVANCING EQUALITY OF OPPORTUNITY: A MATTER OF JUSTICE, edited by Cnythia J. Smith (Washington, D.C.: ISEP, 1978)

Implications of the Bakke Case and Similar Cases for the Higher Education of Minorities, BEYOND DESEGREGATION: URGENT ISSUES IN THE EDUCATION OF MINORITIES (New York: College Entrance Examination Board, 1978)

The Ecological Challenge and Three Dominant Urges of Humankind, LAW AND THE ECOLOGICAL CHALLENGE, (ed. Eugene E. Dais, William S. Hein & Company, 1978)

"Radical Liberalism" is a Backlash Against the Poor, The Center Magazine Volume XII, 2 (March-April 1979): 64-65

A Defense of Affirmative Action in Graduate and Professional Programs, CHANGING PATTERNS IN GRADUATE EDUCATION (Proceedings from the 18th Annual Meeting of the Council of Graduate Schools in the United States, November 26-November 1, 1979)

Controversey: More on the Bakke Decision, Academe, Vol. 65, No. 1, February 1979. pg. 51-54

CLEO Symposium: Remarks of Kenneth Tollett, 22 Howard Law Journal, 310 - 315 (1979)

COURSE AREAS OF SPECIALIZATION

Constitutional Law
Contracts
Legislation
Jurisprudence
Higher Education and the Law
Problems and Innovations in Higher Education

SPECIAL AWARDS AND OTHER ACTIVITIES

August 1, 1968 - Received the National Bar Association's Highest Award, The C. Francis Stradford Award, for "Leadership, integrity, legal skill, and devotion to duty (which have) brought inspiration to...lawyers and a rich contribution to the legal profession."

May 28, 1969 - Given testimonial dinner by Houston Community at Warwick Hotel in "Deepest gratitude and devotion to a giant of a man for his vision of a world of equal justice and equal opportunity and his tireless efforts to achieve this good."

January, 1970 - Received Texas Southern University Federal Credit Union Recognition Award "In grateful appreciation for faithful service."

June 3, 1972 - Received the University of Chicago Alumni Association Professional Achievement Award "for his record of outstanding contributions and leadership in his professional field which have distinguished his efforts and reflected credit upon the University and its alumni."

December 3, 1976 - Received Distinguished Research Certificate in recognition of exemplary research and creative productivity in the Division of Arts and Humanities, the Graduate School of Arts and Sciences, Howard University.

January 27, 1979 - Received the Johnnie Ruth Clark Memorial Award from the Southern Regional Council on Black American Affairs for outstanding service in making major contributions to the total program of CBAA.

During tenure as Dean of School of Law at Texas Southern University School of Law received over $650,000 in grants, special subsidies, or commitments from Ford Foundation, Council on Legal Education for Professional Responsibility, Council on Legal Education Opportunity, Regional Heber Smith Fellowship Program, and Houston Legal Foundation.

May, 1975 - Consultant and Evaluator of the American University in Cairo, Egypt, for the District of Columbia Board of Higher Education.

SPECIAL AWARDS AND OTHER ACTIVITIES (continued)

Drafted proposal and received $400,000 grant in January, 1975 from Ford Foundation as Principal Investigator in support of the Institute for the Study of Educational Policy at Howard University. Received supplemental Ford Foundation grants of $350,000 (January, 1976); $375,000 (October, 1976); and $325,000 (February, 1978).

RESUME

A. Name: Roger Howard Trumbore

B. University degrees

University of Wisconsin, B.S. (Zoology)	1955
University of Maryland, Ph.D. (Physiology)	1959

C. Address: 5960 Kirkpatrick Road
Charlotte, North Carolina 28211

D. Telephone: (704) 366-3205 - Home
(704) 597-2318 - Office

E. Place of Birth: Wilmington, Delaware

G. Date of Birth: May 24, 1934

H. Professional Experience

Assistant Professor, Franklin and Marshall College	1959-60
Assistant Professor, Lawrence University	1960-63
Assistant Professor, Harpur College, SUNY, Binghamton	1963-66
Associate Professor and Chairman, Biological Sciences State University of New York, Binghamton	1966-73
Acting Provost and Professor Biology, Learning Resources, Empire State College	1973
Executive Assistant to the President and Professor of Biology, Empire State College	1973-74
Acting Vice President for Administration and Professor of Biology, Empire State College	1974-75
Vice President for Administration, Empire State College	1975-76
Project Director, grant from the Fund for the Improvement of Postsecondary Education (FIPSE); also serving concurrent positions as Special Assistant to the President and Professor of Biology.	1976-78
Chairman, Department of Biology, University of North Carolina at Charlotte; Coordinator of Medical Technology	1978-

I. Professional, University and Community Service

President, Optimist Service Club	1965-66
Lt. Governor, Optimist International	1966
Provost's Advisory Committee on Biology for the State University of New York	1965-72
Chairman, Graduate Committee, Department of Biological Sciences, SUNY, Binghamton	1965-68
Faculty Senate, SUNY, Binghamton	1965-68
Chairman, Division of Science and Mathematics Undergraduate Honors Committee	1965-66
State University Committee on Academic Programs	1966-67
Chairman, M.A. evaluation team for SUNY	1966-67
President, Sigma XI Club	1967-72

I. Professional, University and Community Service (cont.)

State University of New York Committee on Long Range Planning	1967-68
Lay Committee on public school teachers and salaries	1967-68
Town Committee on study suburban law, Town of Vestal	1968-69
Board of Advisors of Broome County Nursing Homes	1968-73
Division of Science and Mathematics Personnel Committee	1968-70
Human Subjects Review Committee	1968-73
Task Force on registration and scheduling, SUNY, Binghamton	1969-70
Chairman, SUNY subcommittee on transfer problems in biological sciences	1969-70
Chairman, Vestal Conservation Advisory Council	1970-73
Chairman, State University Senate Committee on Governance	1970-74
Chairman, SUNY Region II Coordinating Committee on Biology and facilities	1972-73
Liaison designee, Middle State Evaluation team	1974
Member, Science, Mathematics and Technology group	1974-78
Health Education Cooperative for the NY-PENN area, Coordinating Committee	1974-78
Allied Health Task Force, NY-PENN Region	1974-78
Business Officers of SUNY	1975-77
Computer Officers Association	1975-78
Consultant in Allied Health, Duxbury Press	1975-78
Chairman, SUNY Research Foundation Advisory Committee on Interest Profile, A Computerized Reference System	1976-78
Middle States Evaluation Team Roster	1977-
Resource Person, National Workshop on Individualized Education	1977
Moderator, panel on baccalaureate programs in allied health jointly presented by AMA, credentialling agencies, SUNY	1977
Executive Director, Country Knolls Civic Association	1977-78
Chaired section on Role of non-traditional education in allied health at CAEL meeting, Toronto	1978
University Representation at meeting on Continuing Education in allied health, Chicago	1978
Co-chairman of American Society of Allied Health Professions Task Force on Prior Experiential Learning in Allied Health	1978-
Task Force on defining role of Department Chairpersons	1978-79
Chief Premedical/Preprofessional Advisor, UNCC	1978-
Coordinator of Medical Technology	1978-
Committee member of Empire State College Allied Health Handbook Advisory Board	1978-
Program Committee, CEI section of National meeting of American Society of Allied Health Professions	1978-
Advisor, Allied Health Club	1978-
Chairman, Pre-Medical Committee	1978-
Dean Evaluation Committee	1978-
Presenter at North Carolina Association of Independent Schools	1979
Judge, North Carolina Academy of Science - Graduate Division	1979-
Executive Committee (Secretary) of Department Chairpersons	1979-

I. Professional, University and Community Service (cont.)

Chairman, Allied Health Sciences Committee 1979-
Reviewer for Project Quill (Quality in Liberal Learning) 1979-
Institutional Representative to the CEI of the American Society for Allied Health Professions 1979-
Leadership Development in Allied Health Committee - national committee of American Society of Allied Health Professions 1979-
Secretary and Trustee of Highlands Biological Foundation 1979-
Presenter of workshop on "The Future of Allied Health Education, Charlotte AHEC 1980
Chairman, High Technology Task Force, Southern Piedmont Health Systems Agency 1980-
Steering Committee, Council of Educational Institutions, American Society for Allied Health Professions 1980-
Plan Development Committee, Southern Piedmont Health Systems Agency 1980-
Chairman, Greenhouse Planning Committee, UNCC 1980-
Spokesman, Department Chairpersons Executive Committee 1980-
Member, Middle States Evaluation Team 1980
ISEP reviewer 1980
Member of Urban Institute Task Force on Medical Services 1980-
Education Committee, ASAHP, National Standing Committee 1980-

J. Publications and Research

Trumbore, Roger H, The Cell: Chemistry and Function Textbook published by the C. V. Mosby Co., St. Louis, Mo. 406pp. (This book was selected by the Committee on Undergraduate Education in Biological Sciences for their list of minimal book holdings in biology for college libraries, 1968) 1966

Trumbore, Roger H and Stephen J. Kaufman. "Some effects of 8-azaguanine on Brachiomonas submarina grown in synchronous culture". Amer. Zool. 6:513 1966

Future of Biology, a Rockefeller-State University of New York Sumposium (edited by Provost's Committee, of which I was a member) 1967

Trumbore, Roger H. Laboratory Exercises in Cell Physiology The C. V. Mosby Co. St. Louis, Mo. 158pp. 1969

Trumbore, Roger H. "Collaborative Programs in a Multi-campus University: A setting for Personalized Education: Personalized Instruction in Education Today Sherman, Ruskin, and Lazer, Eds. 1978

Trumbore, Roger H. et al. "The Status of Experiential and Non-Traditional Learning in the Allied Healths" (in preparation)

Grants:

Institute of Paper chemistry Grant on antibiotics in Bryophyta, $30,000.	1961-63
NSF Research Program for College Teachers, Biochemistry, $2,500.	1963
NIH Post-Doctoral Fellowship, Biophysics, on synchronous cell growth, $2,500.	1964
NSF Undergraduate Equipment and Curriculum Improvement Grant for audiotutorial approach, $60,000.	1968-70
NSF Experimental Projects and Programs, Science in non-traditional setting, $40,000.	1975-77
FIPSE, Serving New Learners - the adult learner, $566,000.	1976-78

K. Honors and Awards

Undergraduate Honors	
NSF Predoctoral Fellowship Competitive Award	1958-59
Phi Kappa Phi Graduate Honor Society	
Young-Man-of-the-Year Award	1966
Outstanding Educator Award	1973

L. Professional Affiliations

Sigma XI
American Association for Advancement of Science
American Institute of Biological Sciences
American Association of Higher Education
American Society of Allied Health Professions, Individual and Institutional member
Association of Southeastern Biologists
North Carolina Academy of Science
Southeastern Association of Advisors for the Health Professions

CURRICULUM VITAE

Jay A. Young, Ph.D.
Chemical Consultant
12916 Allerton Lane
Silver Spring, MD 20904
(301) 384-1768

Specializing in service to trial lawyers; small and medium manufacturers and formulators; laboratory directors; academic chemistry departments, including secondary schools.

AREAS OF COMPETENCE

The safe and proper use, handling, labeling, and disposal of:

- Manufactured chemicals
- Consumer product formulations
- Laboratory chemicals

AREAS OF EFFECTIVENESS

- Chemical process operations
- Litigation
- Laboratory critiques
- Preparation of mixtures and formulations

Proper unsafe handling of chemicals.
Adequate defective labels for chemicals.
Properties of chemicals as applied to:
  Manufacturing processes
  Formulations
  Labeling
  Employee protection
  Disposal
  Environmental protection.
Technical support for legal counsel.
Expert witness.
Safe laboratory equipment.
Accident prevention.
Exposures to toxic substances; prevention, correction, measurement.
Making litigation less likely, by evaluating label texts, processing steps, and disposal procedures--in advance of incidents.
Design of laboratories.
Laboratory practices.

BACKGROUND SUMMARY

Editor, safety publications, 3½ years;
chemistry professor, 29 years;
National awards for excellence;
author, co-author 18 textbooks, more than 100 articles.
Contributor to Encyclopaedia Britannica.
Organizer, several technical conferences;
invited speaker, numerous similar conferences.

Details on following pages.

Practical --

- Expert witness, cases involving hazardous chemicals, alleged defective labels, flammable materials, uncontrolled emission of toxic products, explosive mixtures, corrosive agents, leading to wrongful death, severe injury, property damage; 1979 - present.

- Lectures/presentations on chemical safety: Safe practices, safety audits, cause-effect chains and trees, accident prevention; to industrial and academic audiences; 1955 - present.

- Editor, Chemical safety data sheets, Safety guides, revision of ANSI Labeling (voluntary) standard; 1977 - 1980.

- Professor of Chemistry, responsible for safety and health in academic laboratories; 1949 - 1977.

Service --

- Originator, ChemQueries, telephone question/answer service; 1977 - present. (301) 384-1768

- Chairman, American Chemical Society Division of Chemical Health and Safety; 1980.

- Chairman or member of, or Staff executive for, various committees and task groups dealing directly or indirectly with chemical health and safety (American Chemical Society and Chemical Manufacturers Association); 1955 - present.

- Editorial consultant, Journal of Chemical Education and The Science Teacher, for technical, safety, and health concerns; 1967 - present.

- Consultant, College Chemistry Consultants Service (National Science Foundation grant to American Chemical Society, Division of Chemical Education) for educational, safety, and health concerns; 1968 - 1976.

Invited contributor to --

- Encyclopaedia Britannica, Macropaedia Volume 4, "Chemical Reactions", 1974 and current editions.

- Grolier Encyclopedia Yearbooks, "Chemistry in the year 196_", 1962-1969.

Publications dealing directly with chemical safety and health --

- "Chemical Projects" with J. K. Taylor, J. Chem. Educ., 38, 6 (1961), and monthly until 1963
- "What Should Students Do In the Laboratory?", J. Chem. Educ., 45, 798 (1968)
- "Nine Bottles", Willard Grant Press, Boston (1972)
- "Principles of Laboratory Safety" with co-authors, multi-media package, Project Teach, University of Nebraska, Lincoln (1980)
- "Safety Audits, the Key to An Effective Safety Program", Chemtech, in press
- "Practice in Thinking", Prentice Hall, Englewood Cliffs (1958)
- "Keys to Chemistry" with E. Ledbetter, Addison-Wesley, Menlo Park (1973)
- "Chemistry Pre-Lab" with N. Fiel, multi-media package, McGraw-Hill, New York (1973)
- "Keys to Oxidation-Reduction", Addison-Wesley, Menlo Park (1974)
- "Guidelines for the Preparation and Continuing Education of Secondary School Teachers of Chemistry", editor, American Chemcial Society, Washington (1977)
- "Actions and Reactions", Ginn, Boston (1978)
- "Chemistry, A Human Concern", Macmillan, New York (1978)
- "Kitchen Chemistry", Finn, Boston (1980)

Honors --

Notre Dame Centennial Award for Significant Contributions to the Improvement of the Teaching of Chemistry, 1965.
Manufacturing Chemists Association Award for Excellence in the Teaching of Chemistry, 1971.

Member --

American Chemical Society, American Association for the Advancement of Science, National Fire Protection Association, National Science Teachers Association.

Employment/Education History --

Chemical Consultant, 1980 - present.
Chemical Manufacturers Association, Manager of Technical Publications, 1977-1980
Florida State University, Visiting Professor of Chemistry and Consultant, ISIS Project, 1975-1976
Auburn University, Hudson Professor of Chemistry, 1970-1974
Visiting Professor of Chemistry, Carleton University, 1969-1970
King's College, Instructor to Professor of the College, 1949-1969
University of Notre Dame, Ph.D., Physical-Inorganic Chemistry, 1950
Oberlin College, A.A., Chemistry, 1940
Indiana University, B.S., Chemistry, 1939
Date of birth: September 8, 1920.

Military Summary: Pyrotechnics } Commander, U.S. Navy Reserve, Inactive.
Design, and }

Biographical Narrative

Dr. Jay A. Young is a chemical consultant specializing in the safe use, precautionary labeling, proper handling, and appropriate disposal of chemicals used in industry, the household, and the laboratory. He is often called as an expert witness in litigations involving product liability.

Most recently (1977-1980) Dr. Young was the Manager of Technical Publications for the Chemical Manufacturers Association. Most of the technical publications of the CMA dealt with safe transportation, handling and use of chemicals in the industrial workplace.

Dr. Young taught for many years at King's College in Pennsylvania and was a Visiting Professor at Carleton University in Ottawa. He taught for seven years in Southeastern United States and was associated with the ISIS project at Florida State University. He has lectured on the topic "Chemistry for Students" under a variety of disguised titles at several institutions on five continents.

His interest in the safe use of chemicals in academe and in industry began when he started his teaching career; he has been a safety consultant for various industrial concerns and academic institutions. Dr. Young is a past Chairman of the American Chemical Society Division of Chemical Health and Safety.

His academic background includes a Bachelor's from Indiana University, Master's from Oberlin, and a Ph.D. from Notre Dame. He is the author of several articles on the teaching of chemistry, most of them published in the Journal of Chemical Education. These and other publications, including more than a dozen books, have stressed laboratory as a means of instruction and the importance of strategies designed to enhance individual student contacts with their professor both in small and large class environments. Dr. Young's most recent textbook, "Chemistry, A Human Concern," published by MacMillan, treats chemistry in real life and the relation of chemistry to nonscience topics. The book is a text for nonscience majors.

Dr. Young has been a consultant to several well-known publishers, he was actively associated with the Advanced Placement program of the College Board for many years. Recently or currently he was or is involved with nationally-based groups and with international chemical education as Secretary of the ACS Division of Chemical Education, member of the Board of Publication of the Journal of Chemical Education, member of various ACS Council Committees, chairman of various committees and subcommittees, or a member of such, in the ACS Divisions of Chemical Health and Safety and of Chemical Education, of NSTA, and other organizations, including the Advisory Council on College Chemistry. He is a fellow of the AAAS.

Dr. Young is the recipient of the Notre Dame Centennial of Science Award and the CMA Award for Excellence in the Teaching of Chemistry. Currently, he resides in Silver Spring, Maryland with Mrs. Young and the two youngest of their family of eighteen children.